



**RHODES COLLEGE CATALOGUE
2006-2007**

TABLE OF CONTENTS

GENERAL INFORMATION 4

Academic Calendar, 2006-2007	5
Rhodes Vision.....	7
Historical Summary	7
Rhodes Presbyterian History and Liberal Arts Heritage	8
Accreditation And General Policies	9
Admissions.....	10
Expenses	17
Financial Aid	20
Student Life	33
Student Services	41
Advising And Academic Support	43
Student Conduct and Campus Regulations	45

THE EDUCATIONAL PROGRAM..... 50

Requirements For a Degree	51
The Foundations Curriculum	60
Foundations Program in the Humanities	64
Dual Degree Programs	66
Academic Regulations.....	69
Opportunities For Individualized Study	78
Opportunities For Study Abroad And Off Campus Study.....	81
The Paul Barret, Jr. Library	85
Information Technology Services	87
Meeman Center For Lifelong Learning	88

Courses Of Instruction 90

Anthropology And Sociology	93
Art	101
Biology	111
Chemistry	119
Economics And Business Administration	125
Education	135
English.....	137
Geology.....	149
Greek And Roman Studies.....	151
History.....	162
Interdisciplinary Study	180
Biochemistry and Molecular Biology; Neuroscience; Urban Studies; African-American Studies; Latin American Studies; American Studies; Archaeology; Asian Studies; Earth System Science; Environmental Science; Film Studies; Women's Studies; Interdisciplinary Majors; Interdisciplinary Courses	

International Studies 201
 Mathematics And Computer Science 210
 Modern Languages And Literatures 220
 Chinese; French; German; Italian; Russian; Spanish
 Music 239
 Philosophy 247
 Physical Education 251
 Physics..... 253
 Political Science 258
 Psychology 265
 Religious Studies 271
 Theatre 277
 Rhodes Study Abroad Programs..... 283
 Reserve Officer Training Programs 289
 Aerospace Studies; Military Science

MASTER OF SCIENCE IN ACCOUNTING..... 294

MATTERS OF RECORD..... 303

Board Of Trustees..... 304
 Emeriti 307
 Administration 309
 Faculty..... 317
 Endowments, Awards, And Memorials 319
 The Campus..... 339
 College Sponsored Lecture Series 343
 Commencement, 2005..... 344

INDEX..... 362

GENERAL INFORMATION

ACADEMIC CALENDAR, 2006-2007

AUGUST, 2006

1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

SEPTEMBER, 2006

1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30

OCTOBER, 2006

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

NOVEMBER, 2006

1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30

DECEMBER, 2006

1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

JANUARY, 2007

1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31

FEBRUARY, 2007

1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28

MARCH, 2007

1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

APRIL, 2007

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

MAY, 2007

1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

FALL SEMESTER, 2006

- Opening Faculty Meeting..... August 16, Wednesday
- Orientation for New Students August 18-22, Friday-Tuesday
- Enrollment Clearance/Registration .. August 22, Tuesday
- Classes Begin August 23, Wednesday
- *Opening Convocation..... August 23, Wednesday
- Drop/Add Period Ends..... August 29, Tuesday
- Extended Drop Period Begins..... August 30, Wednesday
- Labor Day Recess September 4, Monday
- Pass/Fail Option Ends September 13, Wednesday
- Extended Drop Period Ends..... September 13, Wednesday
- Withdraw Period Begins September 14, Thursday
- Last Day to Remove
- Conditional Grades September 20, Wednesday
- End of First Seven Weeks Classes..... October 11, Wednesday
- Fall Recess Begins October 13, Friday, 5:00 P.M.
- Mid-Term Grades Due October 16, Monday, 9:00 A.M.
- Fall Recess Ends October 18, Wednesday
- Withdraw Period Ends October 27, Friday
- Thanksgiving Recess Begins..... November 21, Tuesday,
10:00 P.M.
- Thanksgiving Recess Ends..... November 27, Monday
- Classes End December 6, Wednesday,
10:00 P.M.
- Reading Day December 7, Thursday
- Final Examinations December 8-13, Friday-
Wednesday
- End of Fall Semester December 13, Wednesday
- Final Grades Due December 15, Friday, 5:00 P.M.

SPRING SEMESTER, 2007

- Enrollment Clearance/Registration .. January 9, Tuesday
- Classes Begin January 10, Wednesday
- Martin Luther King Day Observance .. January 15, Monday
- Drop/Add Period Ends..... January 17, Wednesday
- Extended Drop Period Begins..... January 18, Thursday
- Pass/Fail Option Ends January 31, Wednesday
- Extended Drop Period Ends January 31, Wednesday
- Withdraw Period Begins February 1, Thursday
- Last Day to Remove
- Conditional Grades February 7, Wednesday
- End of First Seven Weeks Classes..... February 28, Wednesday
- Mid-Term Grades Due March 5, Monday, 9:00 A.M.
- Spring Recess Begins March 9, Friday, 5:00 P.M.
- Spring Recess Ends..... March 19, Monday
- Withdraw Period Ends March 23, Friday

Easter Recess Begins	April 4, Wednesday, 10:00 P.M.
Easter Recess Ends	April 9, Monday
Undergraduate Research and Creative Activity Symposium	April 27, Friday
*Awards Convocation	April 27, Friday, 9:00 A.M.
Classes End	April 27, Friday
Reading Days	April 28, Saturday, and May 3, Thursday
Final Examinations	April 30-May 5, Monday- Saturday
Final Grades Due	May 7, Monday, 9:00 A.M.
*Baccalaureate Service.....	May 11, Friday, 3:00 P.M.
*Commencement	May 12, Saturday, 9:30 A.M.

* *Formal Academic Occasion*

RHODES VISION

Rhodes College aspires to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic student and personal concern into effective leadership and action in their communities and the world. We will achieve our aspiration through four strategic imperatives:

1. Student Access

To attract and retain a talented, diverse student body and engage these students in a challenging, inclusive and culturally-broadening college experience.

2. Student Learning

To ensure our faculty and staff have the talent, the time and the resources to inspire and involve our students in meaningful study, research and service.

3. Student Engagement

To enhance student opportunities for learning in Memphis.

4. Student Inspiration

To provide a residential place of learning that inspires integrity and high achievement through its beauty, its emphasis on values, its Presbyterian history, and its heritage as a leader in the liberal arts and sciences.

RHODES COLLEGE'S COMMITMENT TO DIVERSITY

A diverse learning community is a necessary element of a residential liberal arts education. We, the members of the Rhodes College community, are committed to creating a community where diversity is valued and welcomed. To that end, Rhodes College does not discriminate on the basis of race, gender, color, age, religion, disability, sexual orientation, and national or ethnic origin and will not tolerate harassment or discrimination on those bases.

We are committed to providing an open learning environment. Freedom of thought, a healthy exchange of ideas, and an appreciation of diverse perspectives are fundamental characteristics of a community of scholars. To promote such an academic and social environment we expect integrity and honesty in our relationships with each other and openness to learning about and experiencing cultural diversity. We believe that these qualities are crucial to fostering social and intellectual maturity.

Intellectual maturity also requires individual struggle with unfamiliar ideas. We recognize that our views and convictions will be challenged, and we expect this challenge to take place in a climate of tolerance and mutual respect.

HISTORICAL SUMMARY

Rhodes had its origin in the Clarksville Academy, founded in 1837. The Academy conveyed its property in 1848 to the Masonic Grand Lodge of Tennessee and was merged into the new Masonic University of Tennessee, a degree-granting institution of higher education located in Clarksville, Tennessee. This institution became Montgomery Masonic College in 1850, and in 1855 its name was again changed, to Stewart College, in honor of its president, William M. Stewart. Under President Stewart's leadership the operation of the College passed from the Masonic Lodge to the Presbyterian Synod of Nashville.

Under the Plan of Union of 1873, the Presbyterian Church reorganized Stewart College after the Reconstruction Era to operate it as the single Presbyterian college

for the entire area which was at that time considered to be the Southwest.

In 1875 Stewart College became Southwestern Presbyterian University, developing alongside the undergraduate curriculum a School of Theology, under the leadership of Dr. Joseph Wilson, father of Woodrow Wilson. The School of Theology remained in operation until 1917.

Under the leadership of President Charles E. Diehl, the College moved to Memphis in 1925 and adopted as its name Southwestern, denoting a liberal arts college. In 1945, the official college name became Southwestern At Memphis.

On July 1, 1984, the name of the College was changed to Rhodes College in honor of Peyton Nalle Rhodes, president from 1949 to 1965, who joined the faculty in 1926 and served the institution until his death in 1984. John David Alexander served as president from 1965 to 1969; William Lukens Bowden, from 1969 to 1973; and James Harold Daughdrill, Jr., from 1973 to 1999. William Earl Troutt became the nineteenth president of the College on July 1, 1999.

RHODES PRESBYTERIAN HISTORY AND LIBERAL ARTS HERITAGE

Rhodes' relation to the Presbyterian Church has remained close and unbroken since 1855. The most recent expression of the College's relationship to the Church may be found in a covenant statement between Rhodes and the Church, summarized as follows:

Rhodes is a liberal arts college associated with the Presbyterian Church (U.S.A.). The College has a covenant relationship with the Synod of Living Waters (Tennessee, Mississippi, Alabama, Kentucky). Rhodes, as a church-related college whose primary mission is to educate, guarantees freedom of inquiry for faculty and students. The College, without pressing for acceptance, maintains a climate in which the Christian faith is nurtured. The curriculum includes a variety of courses in Bible and religion that explore the Judeo-Christian heritage and its implications for the whole of life. Students are required to study the Bible and its relationship with history and culture as a part of their college work. As an academic community founded on Christian ideals, Rhodes expresses personal concern for students, provides opportunities for corporate worship, and maintains a commitment to social justice and human mercy.

More specifically, the educational purpose of the College is expressed in its maintenance of an environment for the pursuit of truth in which it is ensured that the Christian faith is clearly articulated, that its formative role in Western civilization is carefully considered, and that honest intellectual and moral questions are articulated and responded to intelligently and sensitively.

This commitment is made clear in a resolution adopted by the Board of Trustees of the College: It is the intention of the Board that the College substantially comply with requiring two years of sound and comprehensive study of the Bible for the granting of a degree. In keeping with this resolution and with the mission of the College, the basic requirement in Humanities is structured so that there are two ways available to students to complete this part of the degree program. Students may choose the course *The Search for Values in the Light of Western History and Religion*, or students may choose the *Life: Then and Now Program*.

ACCREDITATION AND GENERAL POLICIES

Rhodes College is a fully accredited four-year college of liberal arts and sciences. With an endowment of \$223 million and a physical plant valued at \$280 million, the College has one of the largest investments per student (\$314,000) in the nation.

Rhodes is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 30033-4097; telephone number 404-679-4501) to award the Bachelor of Arts and Bachelor of Science degrees and the Master of Science in Accountancy degree.

Attendance at Rhodes, a privately endowed college, is a privilege which may be forfeited at any time by any student who refuses or fails to conform to the regulations and standards of the College, or who is unwilling to adjust to the College's traditions and environment. Among these traditions are the Honor System and the Social Regulations Council which that are administered by students and are described elsewhere in the catalogue. Certain offenses and violations of College rules are considered serious enough to merit suspension or expulsion. Additionally, the College reserves the right to suspend or expel any student, if, in the sole discretion of the administration, such suspension or expulsion is necessary to protect the best interests or welfare of the College, including the health and well-being of other students, faculty, or staff.

Rhodes welcomes applications for admission from all persons and does not discriminate on the basis of gender, race, color, age, religion, disability, sexual orientation, or national and ethnic origin in its admissions policies, loan programs, or other college educational programs, policies and activities. In compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Rhodes will make every reasonable effort to accommodate the needs of its students with disabilities.

The information, policies, and procedures listed in this catalogue are current and up-to-date as of March 1, 2006. Policies stated in this catalogue are expected to be in effect through the academic year 2006-2007 but are subject to revision. Normally, policy revisions are implemented in the next academic year, following notice thereof and are effective for all students who graduate in or after that academic year. However, occasionally a policy must be changed and implemented in the same academic year. In such cases, written notification of the revision will be mailed to all students currently enrolled.

The faculty of Rhodes College has the authority and the responsibility for establishing and maintaining those policies and procedures governing the academic standing of students at the College. Any deviation from the policies and procedures stated in this catalogue relating to academic standing requires the prior formal approval of the faculty.

A compendium of all current policies and procedures in regard to the College is maintained in the office of the President.

ADMISSIONS

APPLICATION PROCEDURE

A student who wishes to apply for admission to Rhodes may do so anytime after the end of his/her junior year in high school. The Rhodes Application (both Parts I and II) may be completed online and can be accessed at apply.rhodes.edu. Rhodes also accepts the Common Application (paper and on-line) in lieu of its own form and gives equal consideration to both. No application fee is required for students who use Rhodes' online application or the Common App Online.

A paper version of the Rhodes Part I application may be obtained by writing or calling the Admissions Office. Part II of the application will be mailed to the applicant upon receipt of Part I. A non-refundable application fee of \$45 must be submitted with either Part I or Part II of the Rhodes paper application.

Students nominated for a Bellingrath Scholarship must submit their application for admission and all supporting documents by January 1 and will be notified of the admission decision by March 15. Students who wish to be considered for regular decision for the Fall semester for any of the College's competitive scholarships except the Bellingrath Scholarship must submit an application for admission and all supporting documents by January 15 and will be notified of the admission decision by April 1. The application deadline for spring semester candidates is November 1 with decision notification by December 1.

Transcripts and other documents required for admission become part of the permanent file of an enrolled student and cannot be returned or legally copied for the student or parent.

The College is a member of the National Association for College Admission Counseling (NACAC) and endorses the principles contained in the Association's Statement of Principles of Good Practice.

ADMISSION SELECTION PROCESS

Academic Record. A student's academic record is of primary importance in the admission selection process. Applicants must complete in high school sixteen or more academic units, including at least four years of English, two years of the same foreign language (classical or modern), two years of laboratory science and two years of history or social science. Furthermore, applicants are expected to have completed the mathematics course sequence Algebra I, Geometry, and Algebra II or their equivalent. A fourth year of high school mathematics, including trigonometry and advanced algebra is especially important for students who plan to study mathematics, natural science, computer science, economics or business administration. Students with slightly different high school curricula may be considered only if their records in other respects clearly indicate readiness for Rhodes' program of study. Applicants are expected to have a high school diploma or G.E.D.

Special note is taken in the decision making process of honors, advanced placement, International Baccalaureate, accelerated or enriched courses. Students who have taken college-level courses and wish to receive credit at Rhodes for those courses should refer to "Transfer Credit for Enrolled Students" in the Requirements for a Degree section of this catalogue.

Standardized Test Scores. All applicants for admission to the entering class are required to take either the Scholastic Assessment Test (SAT-I) of the College Board or the American College Test (ACT). It is advisable for the student to take the test in the junior year as a means of adjusting to this type of examination or for Early Decision or Early Admission purposes. Any student applying for Regular Decision should take the test no later than December of the senior year so that their scores

will be available to the admissions staff by January 15. If the secondary school record does not include the student's scores on the SAT-I or ACT, the student must have these sent to the Admissions Office from the testing agency.

In addition to submitting the same application supporting documents as all other students, home-schooled students must submit the results of two SAT-II Subject Tests from areas other than English or mathematics.

Test application forms may be obtained from high schools, or by writing directly to the testing services, as follows: (1) The College Board, 45 Columbus Avenue, SAT Department, New York, New York 10023-6992 (2) ACT Registration Department, P.O. Box 414, Iowa City, Iowa 52243. Students may register for these standardized tests online at collegeboard.com (SAT-I) or act.org (ACT).

Supporting Documents. Additional supporting documents will be considered when deciding on a student's admissibility to the College. These documents include a listing of extracurricular involvements, leadership positions or summer experiences, short-answer questions, an application essay, a counselor's report and a teacher's recommendation.

Student Interest. A visit to the Rhodes campus (in addition to other demonstrations of interest) can be a deciding factor in making an admission decision between two similar candidates. Interest may also be demonstrated by talking with an admission officer at your high school or at a college fair, personally corresponding with the admission office, or sending standardized test scores to the College. A student's ability to pay may be a deciding factor when considering applicants who rank within the lowest range of admissible students.

The Faculty Standards and Standing Committee and/or the Dean of Admissions and Financial Aid have the discretion to deny any student admission to Rhodes College.

Students who wish to appeal their admission decision may do so by writing to the Dean of Admissions and Financial Aid requesting reconsideration.

CAMPUS VISIT AND INTERVIEW

A campus visit is the best way to experience life at Rhodes. Students are encouraged to visit between Monday and Friday so that, in addition to an interview or information session, they may attend a class and meet faculty. High school seniors and transfer students may also arrange, through the Admissions Office, to spend one night in a residence hall. Overnight accommodations are available Sunday evening through Thursday evening.

While on campus, students may participate in an information session or have a personal interview with an admissions officer. Appointments may be scheduled between 9:00 a.m. and 4:00 p.m. (Central Time), Monday through Friday, and during the academic year on Saturdays from 9:00 a.m. until noon. Interviews are limited to Mondays, Fridays and Saturdays in the months of January and February due to the admission staff's heavy involvement in reading applications.

The Admissions Office is open year round, and appointments may be made by calling the Admissions Office at least two weeks in advance of the date of the visit. To arrange a campus visit, students may call one of our Campus Visit Coordinators at 1-800-844-5969 or, locally, 843-3700. Students may also arrange a campus visit online at www.rhodes.edu/campusvisit.

EARLY DECISION PLAN

Students who are certain they want to attend Rhodes may wish to take advantage of the Early Decision Plan. Under this plan, the student must submit a completed application for admission, high school transcript (including grades for the first marking period of the senior year), letters of recommendation, standardized test

scores and the Early Decision Agreement form by November 1 for Early Decision I or by January 1 for Early Decision II. The student may apply to other colleges, but not under any other Early Decision Plan. If accepted, the applicant agrees to withdraw all applications submitted to other institutions, file no additional applications, and enroll at Rhodes.

Early decision candidates who wish to be considered for need-based financial aid must complete and submit the College Scholarship Service's PROFILE to the Financial Aid Office by November 1 for Early Decision I or by January 1 for Early Decision II in order to determine estimated eligibility for financial assistance. The financial aid package offered under Early Decision must be verified by filing the Free Application for Federal Student Aid (FAFSA) by March 1.

Under the Early Decision Plan, the College agrees to render a decision on admission by December 1 for Early Decision I or by February 1 for Early Decision II. Accepted students who are applying for need-based financial aid and have submitted the PROFILE will be contacted by the Financial Aid Office concerning their request by December 10 for Early Decision I or by February 10 for Early Decision II. If accepted under the Early Decision Plan (and provided with financial assistance to fulfill the student's demonstrated need), the applicant is expected to submit the required deposit (as explained under Enrollment Deposit) by December 15 for Early Decision I or by February 15 for Early Decision II. Offers of admission and financial aid to students who do not enroll at the college will be rescinded.

If a decision on the student's application cannot be reached, the student will be notified that the application will be deferred and guaranteed unbiased consideration under Regular Decision.

EARLY ADMISSION PLAN

High school students who wish to enroll at Rhodes as a degree-seeking student prior to completion of their secondary schooling may apply under the Early Admission Plan. This option is provided for those students who have demonstrated exceptional ability and motivation in secondary school and are ready to experience the challenges of a college education earlier than normal.

To be eligible for consideration, a student must submit a completed application for admission, a high school transcript including grades for five semesters of course work, a teacher's and a counselor's recommendation form, SAT-I or ACT test scores and have a personal interview with an admissions officer. Successful candidates will have satisfied Rhodes' normal admissions requirements, including the academic units requirements outlined under "Admission Selection Process" above. Normally it will be necessary for an Early Admission student to enroll at a local college or university in the summer prior to their enrollment at Rhodes in order to fulfill the College's English units requirement.

Early Admission students must normally have the support of their secondary school counselor and of their parents in order to be considered for admission under the plan.

DEFERRED ENROLLMENT

Students who have been accepted for admission and wish to delay their enrollment at Rhodes for a semester or a year may request Deferred Enrollment by writing the Dean of Admissions and Financial Aid. The letter requesting Deferred Enrollment must indicate the length of time requested for deferral, the reason for requesting the deferral and the proposed actions of the student during the time of the deferral. The Dean of Admissions and Financial Aid will respond to the deferral request in writing. If deferred enrollment is granted, the student must submit a nonrefundable \$400.00 enrollment deposit to the Office of Admissions.

Accepted students requesting deferral who have been awarded one of the College's competitive scholarships may retain the scholarship as long as its value is one-half Rhodes tuition or less. Scholarships granted to accepted, deferred students that are valued at over one-half Rhodes tuition will not be retained by the students. In these cases, the students will be reconsidered for competitive scholarships during the semester prior to their enrollment at the College.

Deferred students may not enroll in additional high school course work or in more than two college courses for credit in any one semester/term during their time of deferral. Doing so nullifies their admission and scholarship offers and requires new admission and scholarship decisions to be rendered.

ADMISSION OF TRANSFER STUDENTS

Rhodes welcomes applications from students who wish to transfer from other accredited colleges or universities. Students who have enrolled in more than two courses in any one semester or term at another college or university are considered transfer students. Students who have not graduated from high school, but have taken college course work, are not considered transfer students.

An applicant for admission as a transfer student should write or call the Office of Admissions for an application or may go to apply.rhodes.edu to access Rhodes' online application. The student should have official transcripts from his or her secondary school and all postsecondary institutions attended sent directly to the Office of Admissions. If the secondary school transcript does not include the student's scores on the SAT-I or ACT, the student must have these sent to the Admissions Office from the testing agency. Transfer applicants applying for January entrance must also provide fall mid-semester grade estimates from their professors. Admission and scholarship decisions are made in the context of both the secondary and post-secondary academic record. Prior college work is evaluated in light of Rhodes' established degree requirements. Transfer students whose prior work is not compatible with a Rhodes degree program may find it necessary to extend their college career in order to complete all requirements for a degree.

Rhodes' admissions policy is to only consider applications for transfer from students who are in good standing at the last institution attended. Students under academic or disciplinary suspension are not encouraged to apply to Rhodes until eligible for readmission to the suspending institution.

Transfer from an unaccredited college requires a more thorough analysis of academic credentials. If accepted, the student will be placed on probationary status for one academic year and is expected to maintain a record satisfactory to the Faculty Standards and Standing Committee. Transfer students coming from colleges not accredited by a regional accrediting agency may find the acceptance of transfer credit to be very limited.

For more information regarding the transfer of credit, see "Transfer Credit for Enrolled Students" in the Requirements for a Degree section of this catalogue.

ADMISSION OF INTERNATIONAL STUDENTS

Rhodes encourages international students living both abroad and in the United States to apply for admission. International students are those individuals who are not citizens or permanent residents (resident alien status) of the United States.

In addition to those documents required of all first year or transfer students, international applicants must have the official results of the Test Of English As a Foreign Language (TOEFL) forwarded to the Office of Admissions from the appropriate testing agency. The TOEFL exam is not required for native English-speaking students. All applications must be accompanied by a passport-size photograph of the applicant. International students who have studied at other

colleges or universities must have official transcripts from those institutions sent to Rhodes. All transcripts must include a certified English translation.

All international applicants, whether applying for financial assistance or not, must submit the College Board's International Student Certification of Finances. A limited amount of financial assistance is available to international students with financial need. International student applicants are eligible for the competitive scholarships offered by the College. However, due to the requirement of being interviewed on campus and the distances involved, students living abroad are normally not considered for the Bellingrath Scholarships, the Bonner Service Scholarships, and the Taylor Scholarship in Physics.

ADMISSION OF SPECIAL STUDENTS (NON-DEGREE CANDIDATES)

Applicants who give evidence of sufficient academic ability may be admitted as special students to a course of study not leading directly to a degree, but allowing them to pursue that work for which they are best prepared and/or which they particularly need. Special students may enroll in no more than two classes, or for no more than eight credits per semester. Special students who wish to audit classes are limited to taking one course per semester.

Special students are not eligible to live in the residence halls or to participate in intercollegiate athletics, fraternity or sorority membership, or other extracurricular activities. In addition, special students are not eligible for any Rhodes or federal financial aid funds. Directed Inquiries are not ordinarily available to special students. Should the special student subsequently become a degree candidate, credits earned while a special student are applicable towards the degree sought.

The deadline for submission of a special student application along with a \$45.00 nonrefundable application fee and most recent transcript is two weeks prior to the beginning of a new semester/term. Applicants who have not been enrolled in any institution of higher education are required to have an official copy of their high school record sent to the Office of Admissions.

Special student admission material is submitted only once. Students who have attended Rhodes as a special student and wish to continue their studies as a special student should report directly to the Registrar's Office and register for classes during the first three days of a new semester/term.

Special students who have enrolled in two or more courses at another institution must reapply for special student status through the Office of Admissions. A student seeking readmission as a special student will normally be held to the same academic standards as full-time, degree-seeking students at Rhodes.

Special students are held to the same standards of academic progress regarding academic probation and suspension as degree students.

READMISSION OF STUDENTS

Students who have voluntarily withdrawn from the College and have taken two courses or less in any one term at another institution, and students who have been academically suspended from Rhodes and wish to return, must apply for readmission through the Faculty Standards and Standing Committee.

Returning students must complete an Application for Readmission (obtained from the Registrar's Office) which requests current information about the student, including an account of activities and educational experiences during the absence from Rhodes. In many cases interviews with the Dean of the College and the Dean of Students will be necessary to complete the readmission process. Students seeking to be readmitted must initiate their requests at least two months prior to the beginning of a new semester.

Students who have voluntarily withdrawn from Rhodes and have taken more

than two courses in any one term or semester at another institution are considered transfer students. These students must apply for readmission to Rhodes through the Office of Admissions submitting the college's two-part application or the Common Application and the required supporting documents.

RHODES HIGH SCHOOL SCHOLARS PROGRAM

Rhodes allows high school students who have demonstrated exceptional ability and motivation to begin their college work while completing their secondary school course of study. Such a student may enroll in up to two courses per semester at Rhodes.

To be eligible for the Rhodes High School Scholars Program, a student must complete an admission application; have scored at least 1140 on the Scholastic Assessment Test (SAT-I) or 25 on the American College Test (ACT); rank in the upper one-fourth of his or her class; have a positive high school recommendation; and have a personal interview with an admission officer.

Course fees per credit hour are the same as Special Student tuition (see "Special Fees and Deposits" in the Expenses section). Financial aid is normally not available for students participating in the program. Participation in the High School Scholars Program will require coordination of the student's college and high school course schedules. Rhodes' Admissions Office will gladly assist the students, teachers, and counselors with these arrangements.

ADVANCED PLACEMENT

Rhodes will normally grant advanced placement and course credit to entering students who score either 4 or 5 on a College Board Advanced Placement Examination. Students who score 3 on an Advanced Placement Examination may enroll in advanced course work if the relevant department recommends it. A maximum of thirty (30) credits may be earned through Advanced Placement examinations. A maximum combined total of thirty (30) credits may be earned through Advanced Placement and International Baccalaureate examinations.

A student who wishes to take courses for credit after receiving Advanced Placement or International Baccalaureate credit for those courses is required to waive Advanced Placement credit for those courses.

THE INTERNATIONAL BACCALAUREATE DEGREE PROGRAM

Rhodes recognizes the International Baccalaureate academic program and welcomes for review the submission of IB examination scores. Course credit is normally granted for each Higher Level Examination area passed with a score of 5, 6 or 7. A score of 4 may qualify a student for advanced course work, subject to review by the appropriate academic department. A maximum combined total of thirty (30) credits may be earned through Advanced Placement and International Baccalaureate examinations.

A student who has successfully completed advanced secondary school education, including the British Advanced Level Examinations, the French Baccalaureate, the German Abitur, or the equivalent, may receive some advanced standing or transfer credit at Rhodes for that work. Such credit is not granted, however, until the student has been admitted and has enrolled at Rhodes, at which time his or her credentials will be reviewed by the Registrar and the academic departments in which the credit(s) will be applied.

ENROLLMENT DEPOSIT

In order to reserve a place in the class, all accepted students must submit a non-refundable \$400.00 enrollment deposit to the College. Deposits must be

postmarked no later than our deadline of May 1 (December 15 for Early Decision I and February 15 for Early Decision II.) The deposit is not an extra charge but is credited to the student's account and deducted from other expenses. The balance of the first tuition, fees, room and board payment is due in early-August. The College cannot guarantee that a residence hall room will be available unless this balance is paid at that time.

ORIENTATION AND REGISTRATION REQUIREMENTS

All new students are expected to be present for Orientation Week, which immediately precedes the opening of the College. The orientation period is designed to acquaint new students with the traditions, ideals, academic expectations and regulations of Rhodes and to give them an opportunity to plan their courses of study in consultation with members of the faculty. During orientation week the new students will also meet with the representatives of various student organizations, take placement tests, receive instruction in the use of the library, participate in social events and attend discussions with administrative officers of the College. The dates of the orientation period are listed in the college calendar at the beginning of this catalogue.

A complete medical examination and provision of immunization records are required of all full-time new students. This medical examination should take place within six months prior to enrollment. The results of the examination along with immunization records, recorded on a form provided by the College, must be on file in the College Student Health Center before registration. Failure to provide the form may result in not being permitted to register and not being provided medical services until the form has been received. In the case of insufficient or missing medical data, the student may be granted provisional registration.

Proof of health insurance is required of all students. A copy of your insurance card will be requested with the completed Health Form. Failure to provide proof of insurance may result in not being permitted to register and will result in not being provided medical services.

ADDITIONAL INFORMATION

Admissions Office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday (Central Time). Saturday office hours are 9:00 a.m. to 12:00 noon during the academic year. Additional information and application forms will be supplied upon request. Contact:

Office of Admissions
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone: 901-843-3700 or toll-free 1-800-844-5969
Fax: 901-843-3631
E-mail: adminfo@rhodes.edu
On-line: rhodes.edu/admissions

EXPENSES

The cost of an education at Rhodes is of concern to students, their families, and to the College. Rhodes has been able to hold charges for tuition, room, and board to about 75% of the total cost of a student's education. The College's success in annual fundraising and the substantial income derived from the endowment have enabled Rhodes to hold costs below those at many comparable colleges. The tuition charge includes some services in the College Health Services Center, admission to athletic events, and a wide range of activities sponsored by academic departments or the College at large. The student activity fee supports student publications and student organizations, as well as many College-sponsored social activities which are held throughout the year. A summary of costs for the 2006-2007 academic year is listed below; students should bear in mind that charges for textbooks and supplies are not included.

		Semester	Year
Tuition (Students first enrolled in)			
Fall 2005 semester or later)		\$14,401.00	\$28,802.00
Tuition (Students enrolled during)			
Spring 2005 semester or earlier)		13,399.00	26,798.00
Activity Fee		155.00	310.00
Room & Board			
Room Type	Meals per Week		
Standard Multiple	15	3,456.00	6,912.00
Standard Single	15	3,662.00	7,324.00
Standard Multiple	21	3,590.00	7,180.00
Standard Single	21	3,796.00	7,592.00
East Village Multiple	7	3,931.00	7,862.00
East Village Single	7	4,129.00	8,258.00
East Village Multiple	15	4,292.00	8,584.00
East Village Single	15	4,490.00	8,980.00
East Village Multiple	21	4,426.00	8,852.00
East Village Single	21	4,624.00	9,248.00

The regular college plan provides for payment of tuition, room and board in two installments. The payment for the Fall Semester is due August 9th, and the payment for the Spring Semester is due November 22nd. Students are billed less deposits already made.

If monthly payments are preferred by parents and/or guardians, Rhodes allows such payments through one agency: Key Education Resources (1-800-KEY-LEND). Information on the various plans offered by Key will be mailed to all parents well before the first payment is due. If a monthly plan is chosen, arrangements should be made prior to the date the first payment is due. The College has made arrangements with A.W.G. Dewar, Inc. to offer a tuition refund plan to Rhodes parents that will provide a refund in case of illness or accident causing the student to withdraw before the semester is completed. Information concerning the tuition refund plan will be mailed along with the first tuition bill in July that details the protection provided and cost of this coverage.

REGULATIONS REGARDING PAYMENT

A bill for the tuition charge, together with applicable room and board charges, will be mailed to all students before each due date. Unless prior arrangements acceptable to the Bursar of the College are made, a student's account not paid in

full at the due date will be regarded as delinquent. A student whose account is delinquent will be denied the privileges of registration, attending classes, obtaining academic transcripts, using College facilities, being certified for initiation into a fraternity or sorority, or being admitted to graduation.

Students may enroll in courses totaling eighteen credits in each semester. The student desiring to take more than a normal academic load during a semester should consult the section of the catalogue on "Registration" appearing under "Academic Regulations." A student who enrolls in more than eighteen credits in a semester must pay the extra hour fee even if the student eventually withdraws from the overload credit.

First-year students and sophomores are required to live on campus the full academic year.

Once a student moves into a residence hall room, room and board charges for the full semester are due and payable on the student's account. Even if the student moves out of the room during the semester, the full room and board charges for that semester remain due on the student's account. Because of the high demand for College housing, the student who is not withdrawing from Rhodes and is a resident only in the Fall Semester will be fined \$500 if he/she is not moved out of the room by the day after the last final examination of the Fall Semester.

Students living in the residence halls are required to choose either the 15 meals per week dining plan or the 21 meals per week dining plan. Students living in the East Village resident hall also have the option of choosing the 7 meals per week dining plan. There are no exceptions to this policy. Meals may be taken in either the Burrow Refectory or with a cash equivalency in the Lynx Lair. Students will be given the opportunity to choose the board plan they prefer prior to the start of the school year. Students may change their board option by contacting the Bursar's Office prior to the beginning of the next semester. Once the board plan has begun for a semester, no further changes may be made. Non-resident students may also purchase one of the meal plan options by contacting the Bursar's Office prior to the beginning of the semester.

All students living in the residence hall must pay the full comprehensive tuition, regardless of the number of credit hours taken in the semester.

If at some point it becomes necessary to turn the student account over for collection, the student will be required to pay all collection and attorney fees associated with the collection of the debt.

WITHDRAWAL POLICY

All requests for withdrawal must be initiated by the student through the office of Dean of Students. The official date of withdrawal will be the date when approval was obtained from the Dean of Students. When the completed withdrawal forms are submitted to the Bursar, the financial accounts of the student will be settled based upon the policies below. Involuntary withdrawals (i.e. suspensions or expulsions) are handled the same as voluntary withdrawals in that tuition and other fees remain due for the semester in which the suspension or expulsion occurs.

Tuition. If a student has attended classes, the full semester's tuition is due and payable to the College regardless of the date of withdrawal, unless the student withdraws due to protracted illness or injury. Should this illness be certified by a physician, psychologist, or other qualified professional that it prevents the completion of the semester's academic work, a pro-rata charge for tuition will be made on the following basis ("days" is defined as days when classes are scheduled, i.e. five days per week).

Withdrawal Date	Pro-rata Semester Tuition Due (for medical reasons only)
First 10 days of semester	25%
11th through 25th day	50%
26th through 35th day	75%
After 35th day of semester	100%

Financial aid remains credited to the account on the same basis as the charge for tuition above.

Room and Board. The full room and board charges for the semester remain due and payable for any semester the student occupies a residence hall room. The charges remain due regardless of the date or reason for withdrawal. There are no pro-rata refunds of room and board charges.

Activity Fee. The full activity fee charge for the semester remains due and payable for any semester the student attends classes, regardless of the date or reason for withdrawal.

SPECIAL FEES AND DEPOSITS

Application Fee. \$45.00

Enrollment Deposit. \$400.00. Applies to incoming students only. The deposit, due by May 1, is non-refundable.

Adult Degree Tuition (Applies only to students enrolled 1993-94 or before). \$690.00 per credit.

Part-time Tuition (Non-resident degree candidates taking 11 credits or less who were first enrolled at Rhodes in the fall 2005 semester or later). \$1,210.00 per credit.

Part-time Tuition (Non-resident degree candidates taking 11 credits or less who were enrolled at Rhodes during the spring 2005 semester or earlier). \$1,120.00 per credit.

Special Student Tuition (Students not seeking a degree at Rhodes). \$690.00 per credit.

Summer Session, 2006. \$345.00 per credit (Due at registration). All students earning Rhodes credit during the Summer Session must pay Summer Session tuition in order to receive the credit. Directed Inquiries and Internships, both on- and off-campus, are included in this category.

Special Student Audit Fees. \$345.00 per credit hour plus \$45.00 application fee.

Extra Course Fee. \$445.00 per credit. This fee is charged of degree-seeking students enrolling in more than eighteen (18) credits in a semester.

Music Fees. Students who have not declared majors in Music wishing to add the study of applied music to their regular academic program will be charged an additional fee of \$335.00 per credit per semester for private lessons. After the first applied music lesson, this additional fee is nonrefundable. Declared music majors are not subject to this fee. If a student does not graduate as a music major, the fees for lessons taken free of charge will be added to the student's account. Music majors are responsible for the fee for the Advanced Composition course. Music majors taking more than 16 credits of applied music will be charged the music fee for these credits above sixteen.

Late Payment of Bill. \$25.00

Late Registration Fee. \$50.00

Graduation Fee. \$180.00 Payment due by the beginning of a student's last semester in attendance.

Student ID card replacement. \$10.00

Key Fob replacement. \$25.00

FINANCIAL AID

Rhodes invests substantial funds in financial assistance to help make it possible for students who are admitted to the College to attend. Currently, approximately seventy-seven percent of Rhodes students receive some form of federal, state, institutional, or outside financial assistance, with total assistance amounting to over \$17 million.

Most aid awarded by the College is offered as a combination of grant, loan and student employment. Rhodes takes full advantage of the available federal and state financial assistance programs to enable students to afford the high cost of attending college. Additionally, through the generosity of loyal alumni and other friends of the College, Rhodes students benefit from a generous competitive scholarship program.

FINANCIAL AID APPLICATION PROCEDURES FOR PROSPECTIVE STUDENTS

- Submit the CSS PROFILE (<http://profileonline.collegeboard.com/>): Early Decision I applicants should complete the CSS PROFILE by November 1; Early Decision II by January 1; and Regular Decision by March 1. The code for Rhodes to receive the CSS PROFILE results is 1730.
- Submit the FAFSA (www.fafsa.ed.gov) between February 1 and March 1. The Title IV Code for Rhodes to receive the FAFSA results is 003519. All prospective students, including Early Decision applicants, must complete the FAFSA as well as the CSS PROFILE.
- Notification of financial aid awards for admitted Early Decision I applicants will occur by December 10, with admitted Early Decision II applicants receiving financial aid awards by February 10 and admitted Regular Decision applicants by April 10.
- The deadline for replying to the financial aid offer from Rhodes is December 15 (postmark) for Early Decision I applicants, February 15 (postmark) for Early Decision II applicants, and May 1 (postmark) for Regular Decision applicants.

FINANCIAL AID APPLICATION PROCEDURES FOR CURRENTLY ENROLLED/RETURNING STUDENTS

Currently enrolled/returning students who wish to continue eligibility for need-based financial aid (and for the Tennessee Education Lottery Scholarships for Tennessee residents) must complete the FAFSA each year. Rhodes encourages students to complete the Renewal FAFSA between February 1 and March 1.

The Department of Education will send renewal notices to students each November, mainly via email. Returning students who are reapplying for financial aid do not need to complete the CSS PROFILE; the CSS PROFILE is for first-time financial aid applicants only.

FINANCIAL AID TO MEET NEED

If the results of the FAFSA and the CSS PROFILE reveal that a student has a financial need, Rhodes will normally offer the student a financial aid package that consists of gift-aid (grants and/or scholarships) and self-help (loans and student employment). Rhodes funds, federal funds, state funds and funds provided to the student through outside organizations are all considered a part of the need-based financial aid package and are applied to need first, per federal regulations. The need-based programs commonly available at Rhodes are described on the following pages.

GRANTS

Rhodes Grant. Students may receive a Rhodes Grant along with other forms of assistance such as competitive scholarships, student loans, and work study. Rhodes Grants are not necessarily need-based. Rhodes uses this funding to meet need and/or to offer assistance based on the overall characteristics of students who show promise of success at Rhodes and who show the ability and desire to take full advantage of all Rhodes has to offer.

Federal Pell Grant. The federal government provides direct assistance to eligible students through the Federal Pell Grant Program. Eligibility for the Federal Pell Grant is determined by the results of the FAFSA.

Federal Supplemental Educational Opportunity Grant (SEOG). Federal Supplemental Educational Opportunity Grants are awarded by Rhodes to students with exceptional financial need, defined as those students who are eligible for Pell Grant. SEOG funds are limited.

Tennessee Student Assistance Award (TSAA). Students who are residents of Tennessee apply for the TSAA via the FAFSA. To be eligible, a student must have graduated from a Tennessee high school, have been a continuous resident of Tennessee for the twelve month period preceding the start of the academic year for which the grant is made, and have extreme financial need as determined by the FAFSA. Further information may be obtained from the Tennessee Student Assistance Corporation, Suite 1950, Parkway Towers, 404 James Robertson Parkway, Nashville, TN 37243-0820. The phone number is (800) 342-1663 or (615) 741-1346. The web site is www.state.tn.us/tsac/.

Ministerial Grant. As a church-related college, Rhodes will assist children of Presbyterian Church (U.S.A.) ministers with a \$1,000 ministerial grant above any Rhodes grant or scholarship previously awarded. Dependents of PCUSA ministers should indicate their interest in the Ministerial Grant on Part I of the Rhodes application for admission or on the Common Application Supplement.

Tennessee Education Lottery Scholarship Program (TELS). The state of Tennessee offers scholarships of up to \$4,800 for Tennessee residents who attend an approved college or university in Tennessee. The FAFSA is the application for the TELS funding. Information on all requirements for the TELS may be found at www.collegepaystn.com.

LOANS

Federal Perkins Loan. Rhodes awards Federal Perkins Loans to students who demonstrate exceptional financial need. The Perkins Loan is a 5% interest loan on which no interest is charged and no payments are made as long as the student is enrolled at Rhodes at least 6 hours. Repayment begins nine months after the student ceases being at least a half-time student. Repayment of the Perkins Loan may extend over a 10-year period. Perkins funds are limited.

Federal Stafford Student Loan Program. Loans up to \$2,625 are available to first-year undergraduate students. Upon earning 27 credits, students may obtain a loan up to \$3,500 for the sophomore year and, upon earning at least 55 credit hours, a student may obtain a loan of up to \$5,500 per year for the remaining years of undergraduate study. If the student accepts the Stafford Loan(s) as part of his/her financial aid package, Rhodes will arrange for the lender to mail a promissory note to the student's home address in the summer.

Federal Stafford Loans are either subsidized or unsubsidized. In the case of a subsidized loan, the federal government pays the interest while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment while enrolled at least half-time. Repayment begins six months after the student graduates or ceases

to be enrolled at least half-time. The maximum repayment period is ten years, and the interest rate is variable, with a cap of 8.25%.

Student Loan of the Presbyterian Church (U.S.A.). Up to \$1,000 annually may be borrowed from the Student Loan Fund administered by the General Mission Board on behalf of the Presbyterian Church. The student must have been a member of the denomination continuously for at least one year immediately preceding the date of application. Evidence of financial need is required. Students interested in this loan should address all communications to:

Presbyterian Church (U. S. A.)
Office of Financial Aid for Studies
100 Witherspoon Street
Louisville, KY 40202-1396
Telephone: (888) 728-7228
<http://www.pcusa.org/financialaid/>

STUDENT EMPLOYMENT

Student employment programs at Rhodes include the Federal Work-Study Program (FWSP) and the Rhodes Work-Study Program (RWSP). When an offer of student employment of any type is extended by the College and accepted by the student, this offer does not guarantee that the student will earn the full amount of the award. The student will be paid only for the hours worked. Earnings are paid directly to the student; they are not credited to the student's account in the Bursar's Office. To receive a pay check, a student employee must have an I-9 form on file in the Financial Aid Office and a current W-4 form on file in the Accounting Office.

Federal Work-Study Program (FWSP). Through the Federal Work-Study Program, part-time employment is offered to students to help them meet their financial need. A student may work for no less than the prevailing minimum wage rate for as many as forty (40) hours per week during the summer and for an average of ten (10) hours per week while enrolled as a regular student during the academic year.

Rhodes Work-Study Program (RWSP). Employment on the campus may be offered through the Rhodes Work-Study Program to students who do not demonstrate financial need. In these cases, employment will be offered only after those commitments made to students eligible for the FWSP Program (described above) are honored. Students in this category (no demonstrated need) who desire employment on campus should contact the Financial Aid Office.

WITHDRAWAL FROM RHODES AND RETURN OF FEDERAL TITLE IV STUDENT AID

When a student who has federal Title IV student aid withdraws from the College or does not return from an approved leave of absence, the unearned portion of those funds must be returned to the federal student aid programs. Federal Title IV funds that may have to be returned include the Federal Pell Grant, the Federal Stafford Loan, the Federal Parent Loan for Undergraduate Students (PLUS), the Federal Perkins Loan, the Federal Supplemental Educational Opportunity Grant (SEOG) and the Federal Leveraging Educational Assistance Partnership (funds the TSAA grants). The unearned portion of federal Title IV funds is determined by dividing the number of days in the term that have passed as of the date of withdrawal by the total number of days in the term. If the withdrawal occurs after 60% of the term has elapsed, no return of Title IV funds is required. The Bursar's Office calculates the Return of Title IV funds amount.

Federal regulations require funds be returned to federal programs in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Federal Perkins Loans, Federal PLUS Loans. If funds remain after repaying

all loan amounts, the remaining funds are repaid to Federal Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Leveraging Educational Assistance Partnership program.

Students and parents should be aware that the requirement to return federal Title IV assistance might result in a balance due to Rhodes College; the student and/or student's family is responsible for paying any balance resulting from the return of Title IV aid.

COMPETITIVE SCHOLARSHIPS

Competitive scholarships for incoming students are based solely on merit; financial need is not a consideration. Federal regulations, however, do require that they first apply towards the demonstrated need when awarding need-based aid. Selection is based on the candidate's academic record, leadership, character, and personal achievements. Competitive scholarships may be renewed for a maximum of three renewals provided the student meets the financial aid satisfactory academic progress standards and the GPA requirements of the scholarships; however, the student must maintain full-time student status (at least 12 hours) through the extended drop period of each semester. The total amount of Rhodes-funded scholarships and grants may not exceed tuition, fees, room, and board.

Rhodes' competitive scholarships are awarded only to entering students. Returning students not initially offered a competitive scholarship will not be considered for a competitive scholarship at a later time. Returning students who have been awarded a competitive scholarship will not be considered for scholarships of greater value as they progress through Rhodes.

Scholarships by Nomination

Walter D. Bellingrath Scholarships. Normally, three (3) Bellingrath Scholarships, each with a stipend equal to the full cost of tuition, fees, room and board at Rhodes, are awarded to the College's most outstanding first-year students. Bellingrath Scholarships cover the cost of on-campus room and board calculated at the standard double occupancy rate and may be applied only toward on-campus housing.

Consideration for these three highest awards is by nomination only. High school counselors, teachers, principals or headmasters, Presbyterian ministers, alumni, and friends of the College may nominate students for these scholarships. The deadline for submission of a nomination is November 1.

A student who is nominated for one of these scholarships must submit an application for admission and all necessary supporting documents by January 1. Further information will be sent to those students who are nominated. Due to the requisite of being interviewed on campus and the distances involved, students living abroad are normally not considered for the Bellingrath Scholarships.

Scholarships by Application for Admission

The following competitive scholarships do not require nomination. All qualified applicants are automatically considered for these scholarships. The application for admission and supporting documents must be submitted by January 15 for preferential consideration.

Morse, Cambridge, University, and Presidential Scholarships and Rhodes Awards. Scholarships are awarded to entering students based on the candidate's academic record, leadership, character, and personal achievements.

Ralph C. Hon Scholarships. Hon Scholarships are awarded to entering students interested in economics, business, international studies, pre-med, and pre-ministry.

Dean's Scholarships. Dean's Scholarships are awarded to outstanding entering students of color each year.

Fine Arts Awards. Fine Arts Awards are made each year to entering students who have demonstrated outstanding achievement in the areas of art, music and theater. Auditions are required in music and theatre, and art requires the submission of slides. If a student qualifies for a Fine Arts Award and another competitive scholarship, only one scholarship (whichever is greater) will be awarded. Winners of these scholarships are required to major or minor in a Fine Arts discipline while at Rhodes.

Rhodes College-Sponsored National Merit Scholarships. Awards sponsored by Rhodes may be offered to first-year students who are designated as finalists in the National Merit Scholarship competition and who have designated Rhodes as their first choice. Recipients may not receive other National Merit Scholarships. The minimum value of the scholarship is \$500. However, if the candidate has financial need, as demonstrated on the FAFSA and CSS PROFILE, the value of the award can be a maximum of \$2,000. The awards are renewable for three years provided the student meets the financial aid satisfactory academic progress standards.

OTHER SCHOLARSHIPS AND AWARDS

The Presbyterian Partnership. Because Rhodes shares an important relationship with the Presbyterian Church (U.S.A.), a special scholarship program, called the Presbyterian Partnership, has been established. Through this program Rhodes seeks to strengthen its ties with the Church and to help students obtain the distinctive and high quality education available at Rhodes. In the program, the Session of a Presbyterian church may nominate a student to receive a Partnership grant of \$1,000, \$2,000 or \$4,000. The church contributes one-half of the Partnership grant to Rhodes, and the College supplies the other half and applies the total to the student's account. Any institutional grant or scholarship previously awarded the recipient by Rhodes will be used to match the Church's portion of the scholarship (i.e. no additional grant or scholarship aid will be awarded). Eligibility requirements for a Partnership Scholarship are:

- The student must be nominated by the Session of a local Presbyterian Church (U.S.A.).
- Only first-year students and transfer students are eligible for an initial Partnership Scholarship.
- The recipient must meet all requirements for admission to Rhodes as a full-time student and maintain satisfactory academic progress at all times.

Interested students should contact their pastor or Clerk of Session to see if their church is willing to enter into a Partnership agreement with Rhodes. For further information about the Presbyterian Partnership Program, contact the Financial Aid Office.

National Presbyterian College Scholarships. Rhodes participates in the National Presbyterian College Scholarship Program by co-sponsoring one award each year to an entering first-year student. This award, based on financial need and ranging in value from \$700 to \$1,400, is renewable for up to three additional years provided the student meets the financial aid satisfactory academic progress standards.

The National Presbyterian College Scholarship Selection Committee will determine the winner from those applicants who indicate on the application that Rhodes is their first choice among the participating Presbyterian Colleges. Application forms may be obtained from and must be returned by January 31 to:

National Presbyterian College Scholarships
Presbyterian Church (U.S.A.)

Financial Aid for Studies
100 Witherspoon Street Mezzanine
Louisville, KY 40202-1396
<http://www.pcusa.org/financialaid/>

American Field Service Returnee Scholarships. Rhodes will provide up to five (5) AFS Returnee Scholarships valued at \$500 per year and renewable for up to three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available to any AFS returnee who is offered admission to the College. The student should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement, the application for admission that he/she wants to be considered for the AFS Returnee Scholarship.

HOBY Scholarships. These scholarships are available to any participant in a HOBY seminar who is offered admission to the College. The scholarship is valued at \$500 per year and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards. Students should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement their desire to be considered for a HOBY Scholarship. A maximum of five (5) HOBY Scholarships will be awarded each year.

Youth for Understanding Scholarships. Rhodes will provide up to five (5) YFU Scholarships per year valued at \$500 and renewable for three additional years provided the student meets the financial aid satisfactory academic progress standards. The scholarships are available to any YFU participant who is offered admission to the College. The student should indicate on page two of the Rhodes Part I Application for Admission or on the Common Application Supplement that he/she wants to be considered for the Youth For Understanding Scholarship.

Bonner Service Scholarships. The Bonner Service Scholarships are for students who have demonstrated an exceptional record of leadership and service participation in their communities and who wish to become effective leaders who promote positive change in the world. The Bonner Service Scholarships are awarded on a competitive basis and support fifteen first-year students who rank in the top 15% of their high school class, and demonstrate an outstanding record of leadership and service participation. To be eligible, the student's family must have an Expected Family Contribution (EFC) below \$7,500 (with a few exceptions made for outstanding candidates) and the CSS PROFILE must be completed online by January 15. Scholarships are valued at \$12,100 (\$10,000 of Bonner Service Scholarship and \$2,100 of Bonner Service Stipend) and are in addition to any Rhodes grant or scholarship the student may receive. Service Scholars may also receive two \$2,500 earning and living stipends for community service initiatives performed during the summer.

Memphis Scholars Program. The goal of the Memphis Scholars Program is to strengthen the connection between Rhodes and the Memphis community and to keep the best and brightest Memphians in Memphis. Qualified applicants will be offered admission to the College and awarded a full tuition scholarship. The scholarship is renewable for three years provided the student maintains a 2.50 grade point average and meets the satisfactory academic progress standards for financial aid. If the student receives federal or state grants that, when added to the scholarship, totals more than the direct cost of attending Rhodes, the scholarship will be reduced accordingly.

Army ROTC Scholarships. Rhodes students may compete for Army ROTC scholarships providing college tuition and educational fees up to \$20,000 annually (estimated). Awardees also receive a book allowance of \$450 per semester and a

stipend varying from \$300 - \$500 per month from the Army (estimated).

Students awarded a \$20,000 Army ROTC scholarship may receive up to a \$4,000 Rhodes Grant. The Rhodes Grant will be awarded unless the student has already received a Rhodes College scholarship or grant equal to or greater than the indicated grant amount. Rhodes Grants are renewable for three years as long as the student retains his/her ROTC Scholarship and meets the satisfactory academic progress standards for financial aid. Information about Army ROTC Scholarships may be obtained by writing to Army ROTC, The University of Memphis, Memphis, TN 38152, or by calling Army ROTC at (901) 678-2933.

Air Force ROTC Scholarships. Through an agreement between Rhodes and the United States Air Force, Rhodes students may participate fully in the AFROTC program based at the University of Memphis and can compete for AFROTC scholarships. Incoming freshman can compete for four and certain cases five year scholarships by applying for an AFROTC College Scholarship (CSP) online at www.afrotc.com. Applicants must apply no later than 1 Dec of the year prior to entering college as a freshman. Scholarships awarded through the CSP program include: (1) full-tuition and fees (Type 1); (2) up to \$15,000 per year towards tuition and fees (Type 2); and (3) up to \$9,000 per year towards tuition and fees (Type 7). Students not selected for a CSP scholarship, if eligible, can compete for a scholarship through the In College Scholarship Program (ICSP) once they are enrolled at Rhodes and in AFROTC. These scholarships include: (1) up to \$3,000 towards tuition and fees (Type 6); (2) up to \$9,000 towards tuition and fees (Type 3) and the Type 2 scholarship. Students who receive the Type 2 scholarships through CSP or ISCP are eligible to compete to upgrade to 80 percent of tuition and fees. All AFROTC scholarship programs include a \$600 per year book allowance. Scholarship awardees who receive the Type 1 scholarship are also eligible to receive up to a \$5,000 Rhodes grant. Those students who are awarded the Type 2 scholarship may receive up to a \$3,000 Rhodes grant. The Rhodes grant will be awarded unless the student has already received a Rhodes College scholarship equal to or greater than the indicated grant amount. Rhodes grants are renewable for up to three years as long as the student retains his/her ROTC Scholarship and meets the satisfactory academic progress standards for financial aid. Please note that if a Type I recipient chooses to live at home or with relatives, the amount of the Rhodes grant plus the Air Force Type I scholarship cannot go above Rhodes' cost of attendance for a commuter student living with relatives. Students on scholarship and/or in the two-year Professional Officer Course (POC), a junior/senior or a graduate student, receive a tax-free stipend. The stipend for freshman is \$250 per month. Sophomore is \$300. Students in the POC course receive a stipend of \$350 for the first year and \$400 for the second year. For details regarding the AFROTC program or scholarships contact the Unit Admissions Officer, Air Force ROTC Detachment at (901) 678-2681 or visit the AFROTC Det 785 website at www.afrotc.memphis.edu.

Spencer Scholarships in Greek and Roman Studies. Spencer Scholarships are awarded each year to first-year students who have distinguished themselves in the study of Latin, ancient Greek or the civilizations of ancient Greece and Rome. The scholarships are renewable for three years provided the student meets the financial aid satisfactory academic progress standards, maintains a 2.75 cumulative GPA, and participates in the Greek and Roman Studies program.

EdScholar Scholarship. Normally two EdScholar Scholarships are awarded annually to first-year students who are Tennessee residents. Selection of scholarship recipients is based on the student's community service/leadership record, academic achievements and financial need. The Edscholar Scholarship has

a stipend of \$6,500 per year for four years and will be renewed yearly as long as the recipient remains a full-time student at Rhodes and maintains a 2.50 grade point average. The scholarship is funded by Edfinancial located in Knoxville, TN.

Outside Scholarships. Scholarships from other organizations may also be available to students who attend Rhodes. Some of these awards are administered through high schools. However, in most cases, the student applies directly to a club or association. Interested students should work with their high school counselors to learn of those scholarships available in their area. Please note that outside scholarships, like the above aid, become part of the financial aid package and assist in meeting demonstrated financial need. Students must notify the Rhodes Financial Aid Office of any outside funding he or she receives.

TUITION EXCHANGE PROGRAMS

Associated Colleges of the South. Children of employees of ACS participating institutions are eligible to be considered for the ACS Tuition Exchange.

Rhodes' agreement with ACS indicates that for any given academic year, ACS "imports" (students attending Rhodes as an ACS Tuition Exchange student) will not exceed "exports" (children of Rhodes employees attending another ACS college under the agreement) by more than three students.

Each ACS Tuition Exchange recipient pays a participation fee of \$1,500 per academic year. The ACS Tuition Exchange benefit is equivalent to full tuition at Rhodes and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards and meets the eligibility requirements indicated above. Recipients may be required to live in a residence hall at the College's discretion. Participants must be full-time degree candidates. Recipients may be required to live in a residence hall at the College's discretion.

ACS Tuition Exchange benefits may be used for one of the following Rhodes study abroad programs: European Studies or Rhodes Exchange. All other study abroad programs are ineligible programs for ACS Tuition Exchange benefits.

Interested students must specify that admission is being sought under the ACS Tuition Exchange program, apply for all state and/or federal aid for which he or she may be eligible, and submit an ACS Tuition Exchange certification form completed by the appropriate official at their home institution and certifying their eligibility for the exchange. Eligible students must meet Rhodes' normal admission requirements.

Association of Presbyterian Colleges and Universities (APCU). Students who are the dependent children and spouses of full-time faculty and staff in APCU colleges which have endorsed the Plan are eligible to be considered. Eligible students must meet Rhodes' normal admission requirements to be considered.

Rhodes' agreement with APCU indicates that for any given academic year, APCU "imports" (students attending Rhodes as an APCU Tuition Exchange student) will not exceed "exports" (children of Rhodes employees attending another APCU college under the agreement) by more than one student.

The APCU Tuition Exchange benefit is equivalent to full tuition at Rhodes and is renewable for three years provided the student meets the financial aid satisfactory academic progress standards and meets the eligibility requirements indicated above. Recipients may be required to live in a residence hall at the College's discretion.

APCU Tuition Exchange benefits may be used for one of the following Rhodes study abroad programs: European Studies or Rhodes Exchange. All other study abroad programs are ineligible programs for APCU Tuition Exchange benefits.

Interested students must specify that admission is being sought under the APCU Tuition Exchange Agreement and submit a letter to the Office of Admissions from

the president of his/her home institution certifying eligibility for the program.

SATISFACTORY ACADEMIC PROGRESS FOR RENEWAL OF RHODES-FUNDED FINANCIAL AID AND COMPETITIVE SCHOLARSHIPS

Normally, all forms of financial aid offered by Rhodes are awarded with the expectation of annual renewal for a maximum of three renewals. Students receiving need-based financial aid are required to file a Free Application for Federal Student Aid (FAFSA) by March 31 of each year. All students must be enrolled in a degree or certification program in order to receive assistance of any type.

Rhodes scholarships and grants may only be used for study at Rhodes or Rhodes European Studies and Exchange programs.

Funds are not available for summer terms or for studies at or through other institutions. Rhodes funds are not available to students enrolled full-time (at least 12 hours) unless an exception is formally approved by the Disability Support Committee (see Students with Disabilities).

STUDENTS WITH DISABILITIES

Students with disabilities who are taking a reduced course load and who have received approval of full-time status will not be denied consideration for Rhodes financial aid. The amount of aid awarded, however, will be reduced to the proportionate amount that corresponds with the student's course load. For example, a minimum of 12 credits per semester is required to receive Rhodes-funded student aid as a full-time student. If a student has received approval from the Disability Support Committee to be considered a full-time student for a course load of 8 credits in a given semester, the Rhodes-funded aid will be reduced to 2/3 of the amount it would have been if the student were taking 12 or more credits. A course load of 6 credits will always be considered to be half-time. No Rhodes-funded aid will be available to any student who is enrolled less than half-time. Additionally, students with disabilities will be eligible to receive Rhodes-funded aid for a maximum of 12 semesters or 150% of the standard time required for completion of a Bachelor's degree; the total Rhodes-funded aid will be limited to the amount the student would have received for 8 semesters taking standard course loads.

SATISFACTORY ACADEMIC PROGRESS FOR RENEWAL OF FINANCIAL AID Renewal of need-based federal (Title IV), state, and institutional aid, including Federal PLUS

A student will have financial aid renewed in succeeding years if the student:

- attains a total cumulative grade point average of at least 2.00 in all course work;
- has earned at least twenty-two (22) credits of course work by the beginning of his/her second academic year of study at Rhodes;
- has earned at least fifty-two (52) credits of course work by the beginning of his/her third academic year of study at Rhodes;
- has earned at least eighty (80) credits of course work by the beginning of his/her fourth academic year of study at Rhodes.

* *NOTE: These standards apply to satisfactory academic progress only and do not establish class standing.*

Additional requirements for renewal of need-based federal (Title IV), state, and institutional aid, including Federal PLUS

- Students must be enrolled at least half-time (6 credits) in order to be eligible for any Title IV or state assistance. Rhodes Grant-in-Aid requires full-time enrollment (at least 12 hours).

- For federal and state aid, the maximum time frame in which a student can complete a degree is six (6) years, and the minimum number of credits to be completed at the end of any one of the six years is one-sixth of the total number of credits required for a degree (see Graduation Requirements). For any Rhodes-funded aid, the maximum time frame is four (4) years or eight (8) semesters.

Grades and cumulative earned hours are reviewed at the end of each academic year for all students, unless stated otherwise by the director of financial aid.

All students must maintain a minimum cumulative grade point average of 2.00. Should a student's aid eligibility be revoked due to the student not meeting the above minimum standards, the student may appeal for a variance from the satisfactory academic progress requirements. The appeal should be submitted to the director of financial aid in writing by email or by letter. If the variance request is approved, the student's aid will be reinstated based on the conditions and length of the approval as stated by the director of financial aid.

Definitions and regulations concerning full-time student status, course schedule changes, unauthorized withdrawal from class, and removal of conditional grades are stated in other sections of the *College Catalogue*.

RENEWAL OF COMPETITIVE SCHOLARSHIPS

Bellingrath, Hyde, Morse and Cambridge Scholarships may be renewed for three years as long as the student maintains a grade point average of 3.25 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

University and C.O.D.A. Scholarships may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

Taylor Scholarships may be renewed for three years as long as the student maintains a grade point average of 3.00 or better and meets the minimum satisfactory academic progress standards for financial aid as described previously.

Dean's Scholarships, Presidential Scholarships, Rhodes Awards and Memphis Scholars may be renewed for three years as long as the recipient maintains a grade point average of 2.50 or better and meets the minimum satisfactory academic progress standards for renewal of financial aid described previously.

Fine Arts Awards may be renewed for three years as long as the student has declared, or is making satisfactory progress toward, a major or minor in either music, theatre or art. The student must also maintain a grade point average of 2.75 or better and meet the minimum satisfactory academic progress standards for renewal of financial aid previously described.

Bonner Service Scholarships may be renewed for three years as long as the recipient meets the minimum satisfactory academic progress standards for renewal of financial aid described previously, maintains a 2.67 (B-) grade point average, is involved in community service and leadership programs for an average of ten hours per week, completes two summers of full-time community service for a total of 280 hours over at least a seven-week period, participates in the College's Leadership Program, and participates in the Bonner Scholars service trip at the end of the student's first year at Rhodes.

Spencer Scholarships may be renewed for three years as long as the recipient maintains a grade point average of 2.75 or better, meets the minimum satisfactory academic progress standards for renewal of financial aid described previously and has declared, or is making satisfactory progress toward, a major or minor in Greek and Roman studies.

REVISION OF FINANCIAL AID AWARDS

Financial aid is dynamic and may change as new information becomes available to the Rhodes Financial Aid Office. Any financial aid package is subject to revision (even during the academic year) for any of the following reasons:

- In the process of verifying the information the student/parent reported on the need analysis form(s) (FAFSA and/or CSS PROFILE), an error is discovered which, when corrected, changes the student's eligibility.
- A change in regulations governing federal or state programs occurs and requires an adjustment to be made.
- Funding levels in federal or state programs are reduced.
- The student receives additional assistance, including, but not limited to, outside scholarships, from a source not listed on the most recent award notification or on the BannerWeb.
- The student fails to meet satisfactory academic progress standards for renewal of financial aid.
- The Financial Aid Office discovers an error, clerical or other, on your award.
- The student fails to complete required financial aid applications for need based federal, state and institutional aid, including any documents required for verification of FAFSA information.

Please note that any aid reduced based on the above will not be replaced by Rhodes-funded Grant.

FINANCIAL AID FOR STUDY ABROAD

Rhodes students enrolled in study abroad programs administered (sponsored) by Rhodes (European Studies and Rhodes exchange programs) are eligible for merit-based and need-based financial aid from Rhodes on the following basis:

- The total cost of such a program will be defined as tuition, participation fee (if any), an allowance for round trip airfare, a reasonable allowance for ground transportation in the foreign country, an allowance for room and board, books and required supplies and an allowance for incidental personal expenses. The student must report these expenses to the Financial Aid Office.
- The expected family contribution will be calculated using the results of the FAFSA.
- All forms of financial aid for which the student would normally qualify will be applicable, including Rhodes grants and scholarships, campus-based Title IV and other Title IV funds, as well as any outside loans or scholarships the student might have. However, the sum of Rhodes need-based grant and merit-based scholarship awarded for the term of the program may not exceed the tuition charge at Rhodes for one semester. Work-study income will be replaced by additional loan, if requested, and need in excess of the cost of attending Rhodes will be met by loan or by the student's family.
- In cases where the total cost of the study abroad program is less than the total cost of a semester at Rhodes (as a resident student), the financial aid package will be based on the cost of the study abroad program.
- Rhodes students receiving financial assistance from the College who choose to participate in one of Rhodes' exchange programs are considered to be Rhodes students. The financial aid awarded to the student to meet the costs of the exchange program are considered expended for the original length of the program. In other words, a student who elects to participate in a one year exchange program is considered to have been awarded two semesters of aid. If the student decides not to complete the full year of the program, the student should realize that two semesters of aid have been used, even

though the entire program was not completed.

For students electing to participate in programs, other than European Studies or Rhodes Exchange, and if Rhodes is to be the degree-granting institution accepting credits from the program, Rhodes will assist the student in obtaining any Title IV funds for which the student may qualify. However, no Rhodes funds will be available. This policy also applies to off-campus study programs based in the United States (e.g., Washington Semester).

Students will not be eligible for either Rhodes need-based financial aid or for Rhodes competitive scholarship aid for more than one study abroad program during their time at Rhodes.

The above policies apply to study abroad programs that occur during the fall and spring semesters of the academic year. Summer study abroad programs are excluded, as no Rhodes need-based aid or competitive scholarship is available for summer study abroad.

TRANSFER STUDENTS

A student transferring to Rhodes who is seeking financial assistance must submit the CSS PROFILE (www.profileonline.collegeboard.com) by March 1 and an accurately completed FAFSA (www.fafsa.ed.gov) by March 1 in order to determine financial need for the upcoming year.

A transfer student shall be eligible for all forms of financial aid (except Bellingrath Scholarships and Bonner Service Scholarships) provided:

a.) the student's previous college academic record is commensurate with the requirements for the award (a 3.50 minimum grade point average is required for a University Scholarship and a 3.75 minimum grade point average is required for any scholarships of greater value) and;

b.) had the student entered Rhodes during the first year in college, such an award would have been awarded.

ALTERNATIVE FINANCING

For families who prefer to pay college costs in interest-free monthly installments, Rhodes suggests Key Education Resources, 745 Atlantic Avenue, Boston, MA 02111. or by phone at (800)KEY-LEND or by the internet at www.key.com/educate. Arrangements must be made with this agency prior to the due date of the first tuition payment. The Bursar's Office is the primary on-campus contact for this program.

Through the Federal Parent Loan for Undergraduate Students (PLUS) program, the parent of an undergraduate student may be eligible to borrow the cost of education at Rhodes less any financial assistance the student receives each year for educational expenses. The interest rate is variable but has a ceiling of 9%. PLUS applicants are subject to credit approval.

There are a number of alternative (private) loan programs available for interested students and their families. Please refer to the financial aid website at www.rhodes.edu/financialaid for more information.

ADDITIONAL POLICIES

- The total amount of Rhodes-funded gift aid (grants and/or scholarships) a student is eligible to receive may not exceed Rhodes' direct cost of attendance (tuition, fees, room, and board). If the total amount of Rhodes-funded gift aid exceeds the direct cost of attendance, a portion of the Rhodes gift aid will be reduced accordingly.
- A student may not receive gift aid (grants and/or scholarships) from all sources (Rhodes, federal, state, private) in excess of the total cost of attendance at Rhodes (tuition, fees, room, board as well as an estimated allowance for

books, transportation, and personal/living expenses). If the total amount of gift aid from all sources exceeds Rhodes' total cost of attendance, Rhodes gift aid (grants and/or scholarships) will be reduced accordingly.

- All outside financial assistance or scholarships received by a student attending Rhodes must be reported to the Financial Aid Office. Rhodes reserves the right to make adjustments in the financial aid package offered to students who receive assistance from other sources.
- When calculating Rhodes scholarships or grants based on tuition, fees, room and board, the amount used for room is the average amount charged by the College for a student at the multiple occupancy rate for that dorm; the amount used for board is the current on-campus 21 meal plan rate.
- Rhodes scholarships and grants are based on a normal course load (12 - 17 credits). Additional costs incurred by a student taking an overload will be incurred at that student's expense.
- Rhodes scholarships and grants are provided only to students enrolled full-time (at least 12 hours) as of the last day of the extended drop period. Seniors who need less than twelve (12) credits to graduate their last semester are NOT exempt from this policy.
- Institutional funds will be awarded for each classification year (i.e. first-year, sophomore, etc.) only once. A maximum of two semesters of assistance will be awarded for any classification. Exceptions to this may be made by formal approval of the Disability Support Committee (see "Satisfactory Academic Progress for Renewal of Financial Aid and Competitive Scholarships" for the policy exceptions for students with disabilities).
- Students who graduate early because of overloads, summer course work, etc., forfeit aid for the semester(s) not enrolled. In other words, if a student graduates a semester early, that student cannot have all of the year's aid in the last semester of enrollment.
- Financial aid is not available for summer terms.
- Recipients of the Tennessee Education Lottery Scholarship(s) must maintain full-time status throughout the semester to continue receiving this award. Exceptions to this rule must be approved by the director of financial aid prior to the student's dropping below full-time. Only medical and family emergency issues are considered for exceptions. More information may be found at: www.collegepaystn.com.
- Following are the definitions for enrollment status for financial aid, including Rhodes scholarships and grants:
 - Full Time: 12 credits or greater
 - 3/4 Time: 9 - 11.99 credits
 - 1/2 Time: 6 - 8.99 credits
 - Less than 1/2 time: less than 6 credits
- Students who accept/decline financial aid awards via BannerWeb are electronically signing their award and agree to the terms of the financial aid package as listed in the Rhodes College Catalogue, in other Rhodes publications, and on the Rhodes website.

STUDENT LIFE

STUDENT HOUSING

Residency Requirement. Living on campus is a vital part of the college experience and aids the student's adjustment to college. Therefore, all first-time first year students at Rhodes must live on campus for their first two full academic years. Transfer students must live in College housing until they have completed two full academic years; previous enrollment at other institutions counts toward fulfilling this requirement. Exchange students must reside in College housing for the duration of their enrollment at Rhodes.

All rising sophomore resident students are expected to participate in the housing lottery process to comply with the residency requirement. In the event that a student does not participate in housing lottery, a space will be selected for the student by the Director of Residence Life. The student will be notified of the room and meal plan assignment in writing.

New Students. Applicants to Rhodes will indicate their desire to live on campus or to commute (within the terms of the residency requirement). All new students must submit a deposit of \$400, and students will be asked to reiterate their housing intentions at that time. Students who pay their enrollment deposit by May 1 and return their housing contract and questionnaire by June 15 will receive their housing assignments by July 15.

Returning Students. To participate in housing selection for the next academic year, a student must complete an online registration by February 10. Students who register on time will receive a lottery number to use in selection of an apartment or room during the housing selection process. Students who register for housing after February 10 will select from available upperclass housing spaces after housing selection.

By registering for housing selection, students agree to the housing cancellation policy.

By contacting the Director of Residence Life, a student may cancel the registration or housing assignment.

1. If a student cancels prior to the last working day before housing selection, the student will incur no cancellation fee.
2. If a student cancels between the last working day before housing selection and May 15, a cancellation fee of \$200 will be placed on the student's account.
3. Students who cancel between May 16 and June 30 will incur a \$300 cancellation fee.
4. After June 30, the cancellation fee is \$500.

If a student registers for housing, and then decides to participate in a study abroad program during fall semester, the registration will be deferred to the spring semester, and no cancellation fee will be incurred.

BRYAN CAMPUS LIFE CENTER

The Bryan Campus Life Center is the hub of athletics and recreation at Rhodes. It houses the varsity basketball/volleyball gymnasium, a three-court recreational gymnasium, three racquetball and two squash courts, indoor jogging track, and a 6,900 square foot fitness room equipped with free weights, resistive equipment, and cardiovascular equipment. The Lynx Lair, a pub-style grill, provides students with a dining alternative on campus, and is the site of many student activities such as concerts, comedians, and "open microphone" nights. In the 5,400 square foot McCallum Ballroom students attend lectures, dances, dinners, and receptions.

STUDENT GOVERNMENT

The main purpose of the Rhodes Student Government is to provide an organization to represent the needs and concerns of the Rhodes student body to the faculty and

administration. The Student Government is the primary vehicle for student participation in the governance process of Rhodes. The members of Student Government seek to keep the group effectively involved in many areas of campus life. All meetings are open to the entire campus, and students are strongly encouraged to attend.

The Student Government oversees the allocation of the Student Activity Fund; nominates students for appointment to serve on Board of Trustees, faculty, and administrative committees; directs the Student Government Committees; and generally entertains any matters of student interest or concern at meetings and campus-wide forums.

Elections are held in the Spring for all positions except the First-Year Representatives, which are elected in the Fall.

HONOR SOCIETIES

The Rhodes College Chapter of **Phi Beta Kappa**, Gamma Chapter of Tennessee, was established at the College in 1949. For over two hundred years, election to Phi Beta Kappa has been a recognition of exceptional academic achievement in the liberal arts and sciences. Rhodes students are elected to Phi Beta Kappa by the members of the chapter chiefly on the basis of outstanding academic achievement in the study of liberal subjects.

Omicron Delta Kappa, Phi Circle, was established at the College in 1927. The purpose of this national organization is to recognize leadership in college activities and to undertake various activities for the good of the College. Student members are chosen from the junior and senior classes, and not more than three per cent of the student body may be elected to membership. Members must have distinguished themselves in such activities as scholarship, athletics, and publications.

Sigma Tau Delta, national English honor society, was established at Rhodes in 1984. The purpose of this society is to promote the study of literature in English and to recognize outstanding achievement in this area.

Mortar Board, a national honor society for seniors, was established at Rhodes April 17, 1964, for the purpose of recognizing excellence in scholarship, leadership, and service.

The **Pi Kappa Lambda** honorary academic music fraternity was established in the spring of 1949. It recognizes outstanding achievement in music and may elect not over twenty per cent of those members of the senior class majoring in music.

Eta Sigma Phi, honorary society for students of classical language, was established at Rhodes in 1952. The purpose of this society is to promote interest in all aspects of ancient Greek and Roman culture. Those who have at least a B average in advanced courses in either Greek or Latin are eligible for membership.

The Rhodes chapter of **Sigma Pi Sigma**, the national physics honor society, was established May 27, 1963. The chapter receives into membership physics students and a limited number from closely related fields when such students attain high standards of scholarship, professional merit, and academic distinction.

Omicron Delta Epsilon is one of the world's largest academic honor societies. The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; the publication of its official journal, *The American Economist*, and sponsoring of panels at professional meetings as well as the Irving Fisher and Frank W. Taussig competitions. The minimum requirements for admission for undergraduates are completion of 12 semester hours economics courses and attainment of at least a 3.50 in economics courses and an overall 3.50 in all classes. Students do not have to be economics majors, but must have a genuine interest in economics in addition to meeting the above requirements.

Theta Chapter of **Sigma Iota Rho**, a national honor society in International

Studies, is a charter chapter that was founded at Rhodes in 1986. The purpose of Sigma Iota Rho is to recognize academic excellence and to promote information about and study of contemporary international issues. Students are eligible for membership beginning in their junior year, and must have a 3.2 cumulative grade point average and a 3.3 within the major.

Psi Chi, the national honorary society in Psychology, was reactivated at Rhodes in 1987 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of Psychology as a profession. Membership in this society, which is affiliated with the American Psychological Association and which is a member of the Association of College Honor Societies, is by invitation and limited to Psychology majors.

Theta Nu chapter of the **National Order of Omega** was chartered in the spring of 1987. It serves to recognize outstanding members of the fraternities and sororities on the basis of scholarship and leadership. A grade point average equal to or above the all-Greek average is required for consideration for membership. Applications for members are extended each year to eligible rising juniors and seniors.

The Alpha Epsilon Delta Chapter of **Phi Alpha Theta**, international honor society in History, was established at Rhodes in 1990. Phi Alpha Theta brings students, teachers, and writers of history together both intellectually and socially, and it encourages and assists historical research and publication by its members. Students who have completed the required number of history hours at the 3.3 level and maintain at least a 3.2 overall grade point average are eligible for membership. Student members host informational gatherings for first-year students, hold career workshops, sponsor speakers, and publish an annual journal of exemplary student papers.

Beta Beta Beta is an honorary and professional society for students of the biological sciences. The Mu Rho Chapter of this national society was founded at Rhodes College in 1992. It seeks to encourage scholarly attainment in this field of learning by reserving its regular membership for those who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences.

Pi Delta Phi is an honorary society for students of French language, literature, and culture. The Nu Nu chapter of this national society was founded at Rhodes in 2004. The purpose of the society is to recognize outstanding scholarship in the French language and its literatures, increase the knowledge and appreciation of Americans for the cultural contributions of the French-speaking world, and to stimulate and encourage French and francophone cultural activities.

Iota Iota Iota is a national honor society that recognizes academic excellence in the field of women's studies while striving to maintain the feminist values central to women's studies: egalitarianism, inclusiveness, and a celebration of the diversity of women's experiences. Iota Iota Iota works to promote an interest in women's studies and research in social problems affecting all women. The Chi Chapter of Iota Iota Iota was chartered at Rhodes College in 2004.

Dobro Slovo, the National Slavic Honor Society, is an honorary organization for talented undergraduate and graduate students in the Slavic languages. It serves as a means for the recognition of academic excellence in the study of Slavic languages, literature, and history, and provides incentive for scholarly interest in Slavic life and culture. The Rhodes Chapter of the society was established in 2003.

Sigma Delta Pi is the national collegiate honorary society for students who distinguish themselves in the study of Hispanic language, literature and culture. The society was founded in 1919 at The University of California, and the Phi Epsilon chapter was established at Rhodes in 2005.

CHAPLAIN AND COMMUNITY MINISTRY - RELIGIOUS LIFE

The chaplain and community ministry programs at Rhodes provide opportunities

for worship, community service, and spiritual growth. As a college that is related to the Presbyterian Church (USA), Rhodes employs a full time chaplain and staff who reach out to students of all faiths. The Presbyterian tradition has a long history of encouraging diversity of thought and respect for religious differences, while remaining deeply rooted in the biblical witness and Christian commitment to service. The staff in the Chaplain's office is ready to help all students make connections with campus religious programs, nearby congregations, and with social ministries in Memphis.

Student-led religious organizations of many faiths and denominations are active on campus. Student groups currently include: All Souls (Unitarian), Catholic Student Association, Canterbury (Episcopal), Fellowship of Christian Athletes, Greek Fellowship, Jewish Student Organization (Hillel), Muslim Student Association, Rhodes Christian Fellowship (InterVarsity), and Westminster Fellowship. Pastoral care and counseling, retreats and mission trips, social justice ministries, interfaith dialogue, and servant leader programs are all part of the college's holistic and inclusive approach to student ministry.

Students considering church-related professions or any faith-based vocations may participate in the preparation for ministry program (pre-ministry), which includes internships in youth ministry, hospital chaplaincy, social services, and short-term missions. Seminaries, theological schools, Peace Corps, Teach for America and global mission recruiters frequently visit the campus.

The Chaplain's office also serves as the campus-wide community service center and central resource for all faith-based services. The chaplaincy sponsors the Kinney Program and an extensive range of volunteer services, a student-operated soup kitchen near downtown Memphis, and the Rhodes chapter of Habitat for Humanity. As part of its multifaith ministry and peacemaking programs, the chaplaincy supports community partnerships with the M. K. Gandhi Institute for Nonviolence, Muslims in Memphis, the India Cultural Center and Temple, Hillel Foundation for Jewish Campus Life, Micah 6 Ministries, and a variety of church partnerships for urban ministry in Memphis.

THE LAURENCE F. KINNEY PROGRAM - COMMUNITY SERVICE

The Kinney Program is an integral part of life and learning at Rhodes, and has been recognized regionally and nationally for outstanding initiatives in community service. Through the Kinney Program and its projects, hundreds of Rhodes students make weekly commitments to serve with critical needs in Memphis. Coordinated by a council of student leaders and the Chaplain/Community Service staff, the purposes of the Kinney Program are: (1) engage students in meaningful service to the community, (2) develop Memphis partnerships and service sites with nonprofit agencies, churches and public services; (3) help students become aware of community issues and integrating service with learning; and (4) nurture a lifelong commitment to serve with neighbors in need. Students serve voluntarily throughout the city in nearby hospitals, soup kitchens, crisis centers, environmental programs, public schools, transitional housing programs, and church-based social ministries. Students may also participate in community-based research, strategic planning and community organizing with nearby nonprofits and neighborhood associations.

Initiated by a grant from the Danforth Foundation in 1956, the Kinney Program was named in memory of a beloved Rhodes Professor of Religion. It is perpetuated by a gift from the estate of John D. Buckman, and supported by generous gifts from the Corella and Bertram F. Bonner Foundation, local churches and alumni. Over its long history, the volunteer program has grown to include a large majority of the student body and has worked with faculty to develop service-learning courses in the academic curriculum. Rhodes now offers work-study jobs in community service and a four-year service scholarship through the Bonner Service Scholarship Program.

Some of the strongest service initiatives among Rhodes students are Souper Contact (a student-operated soup kitchen), Habitat for Humanity, Snowden Adopt-a-Friend tutoring and mentoring program, Tex-Mex (spring break service trip), Micah 6 urban ministry projects, ESL tutoring and Latino neighborhood services, HIV/AIDS services with Friends for Life, and the VECA and Hollywood – Springdale community development projects near campus.

Students are invited to drop by the Chaplain's office anytime to talk with Kinney Program leaders, share new ideas, and to learn how to get started serving in the Memphis community.

BONNER RHODES SERVICE SCHOLARSHIP PROGRAM

The Rhodes Vision aims "to graduate students with a life-long passion for learning, a compassion for others, and the ability to translate academic study and personal concern into effective leadership and action in their communities and world." For Bonner Service Scholars, this means enhancing leadership skills, developing social commitment, studying social issues and developing a strong sense of self. Specifically, program participants learn about themselves and their personal values and beliefs. They spend time in the study of leadership, understanding the efforts and challenges that other leaders in service have encountered. And they strive to connect their academic lives, personal beliefs, knowledge of leadership, philosophies of service, and their futures.

Students who are selected for the program must make a four-year commitment, maintain a cumulative grade point average of 2.67, complete 10 hours per week of community service and leadership activities, and place community service and leadership development among their highest priorities at Rhodes.

THE SOCIAL FRATERNITIES AND SORORITIES

Membership in fraternities and sororities places an emphasis on volunteer service, academic achievement, and leadership. Such opportunities are available through any of Rhodes' 14 nationally-affiliated Greek letter organizations. Seven organizations for men currently hold charters at Rhodes. These groups include Alpha Tau Omega, Kappa Alpha Order, Kappa Alpha Psi, Kappa Sigma, Pi Kappa Alpha, Sigma Alpha Epsilon, and Sigma Nu. The seven sororities currently holding chapters at Rhodes include Alpha Kappa Alpha, Alpha Omicron Pi, Chi Omega, Delta Delta Delta, Kappa Delta, Delta Sigma Theta, and Sigma Gamma Rho.

Each NIC fraternity chapter is represented on the Interfraternity Council (IFC). Sororities are represented on the Panhellenic Council (PAN). Historically black fraternities and sororities are represented by the National Pan-Hellenic Council (NPHC). PAN, NPHC, and IFC, in cooperation with the Director of Greek Life, work together to host educational programs, recruit new members, set system policy, and regulate group activity.

To join a Greek-letter organization, students participate in a membership recruitment program, complete a period of pledgship, and if eligible, are initiated into full membership. To be eligible for initiation, a student, during his or her pledgship, must have a minimum grade point average of 2.0 or higher as set by each individual organization. Written certification by both the Registrar and the Bursar is required in order to verify that the student has met the academic requirements and has settled all college accounts prior to initiation.

MUSICAL ACTIVITIES

The Rhodes Department of Music provides students with a number of opportunities to perform in musical ensembles. Large ensembles include Rhodes Singers, Rhodes Women's Chorus, Rhodes MasterSingers Chorale, Rhodes Orchestra and Rhodes Wind Ensemble. Medium and small ensembles include Flute Ensemble,

Brass Ensemble, String Quartet, Woodwind Quintet, and other ensembles depending upon interest. Many students take advantage of private vocal and instrumental instruction. Ensembles are open to students from all academic disciplines. An audition is required, as well as an interview with the ensemble director.

Music students, under the guidance of the music faculty, may participate in the activities of such professional groups as the National Association of Teachers of Singing, the American Choral Directors Association, the American Guild of Organists, Pi Kappa Lambda, and various local organizations such as Opera Memphis and other performing ensembles. Hassell Hall houses practice rooms, studios, faculty offices, a music library and theory laboratory, listening stations, classrooms, and the Tuthill Performance Hall. Additional performance and rehearsal spaces include Hardie Auditorium, the McCallum Ballroom, and the sanctuary of Evergreen Presbyterian Church.

Large Ensembles. Rhodes Singers is an auditioned choral ensemble that performs SATB music with an emphasis on the smaller unaccompanied choral works. Singers tour in the United States each spring, and travel abroad every three years.

Rhodes Women's Chorus is an auditioned ensemble of female singers who perform a variety of musical genres several times each semester, both on and off campus.

Rhodes MasterSingers Chorale is an auditioned choral ensemble of Rhodes students, faculty and staff, and community singers. This ensemble performs four concerts each year in various regional churches, presenting larger choral works with orchestral accompaniment.

Rhodes Orchestra is the concert orchestra for the Rhodes Department of Music and the surrounding community. The Orchestra performs classical symphonic orchestral literature and is open to any Rhodes College student, staff, faculty, or community member with previous experience in band or orchestra. The Rhodes Orchestra is a member of the American Symphony League. Rhodes Wind Ensemble performs both as a part of the Rhodes Orchestra and as a separate group performing classic literature for wind ensemble.

Additional small ensembles include the Jazz Band, Jazz Combo, Pop/Rock Ensemble, Guitar Ensemble, Flute Choir, and a variety of chamber ensembles.

THEATRE ACTIVITIES

The performance studies program at McCoy Theatre provides numerous opportunities for student involvement. Students participate in a variety of activities in the production areas of acting, stage management, set crews, costume crews, running crews, and properties management. There are also many opportunities for involvement in what are called front of house areas of box office management, house management, public relations, McCoy publications editor, press management, marketing and advertising. The McCoy Theatre offers low rates for student subscription memberships. Since opening its first season in 1982, the McCoy Theatre has produced plays that are consistently chosen as outstanding by the Memphis press, Memphis Arts Council, and public. Musical productions have included *Candide*, *Sweeney Todd*, *Chicago*, *Pippin*, *Assassins*, *Blood Brothers*, *Into the Woods* and the opera, *Gianni Schicchi*. Plays have included *Brecht On Brecht*, *A Midsummer Night's Dream*, *Marriage of Figaro*, *Richard III*, *Nicholas Nickleby*, *J.B.*, and *Escape from Happiness*.

STUDENT PUBLICATIONS

All student publications are governed by the Publications Board, which is chaired by the Publications Commissioner and is composed of editors and elected representatives. The Publications Board appoints editors and business managers of the various publications who are responsible to the Board, not only in all financial matters, but also for the proper conduct of the publications. Publications include: *The Sou'wester*, the weekly student newspaper; the *Lynx*, the college yearbook; and the *Southwestern*

Review, the college literary magazine. These official student publications have been established as forums for student expression, as voices of free and open discussion of issues, and as an educational setting in which students learn proper journalistic practice. No publications of these organizations are reviewed by College administrators prior to distribution or withheld from distribution. The College assumes no liability for the content of an official student publication and urges all student journalists to recognize that with editorial control comes responsibility, including the responsibility to follow professional journalism standards.

BLACK STUDENT ASSOCIATION

The Black Student Association (BSA) operates to promote unity within the African-American community, and to create harmonious relationships among people of different cultures and backgrounds. In its effort to fulfill this purpose, BSA sponsors and co-sponsors a variety of African-American cultural events at Rhodes, and participates in numerous campus events. BSA is an organization for anyone who aspires to help with its ideas of promoting activities of the Black community while promoting diversity among people of all cultures and backgrounds. Membership is open to all students at Rhodes.

OTHER ORGANIZATIONS

Participation in co-curricular organizations provides students the opportunities to explore new interests, develop skills, enhance an academic program, and become involved in campus and community leadership and service. There are currently over 80 campus organizations that offer religious, political, service, cultural, academic, social, recreational, governmental, and athletic involvement.

ATHLETICS

The Department of Athletics administers extensive intercollegiate sports, intramurals, club sports, and fitness and recreational programs.

Intercollegiate Sports: Rhodes sponsors teams in ten varsity sports for men (football, basketball, baseball, soccer, swimming, golf, tennis, indoor track, outdoor track, and cross country) and eleven varsity sports for women (softball, golf, field hockey, volleyball, basketball, tennis, soccer, indoor track, outdoor track, swimming and cross country). The intercollegiate athletic program is an integral part of the total educational process and a substantial percentage (approximately 25%) of the student body participates in the program.

Rhodes is a member of the NCAA and competes at the Division III level. As such, all financial aid awarded to athletes is either based upon the family's financial need or is part of the merit scholarship program. Financial Aid for all students is the responsibility of the Director of Financial Aid and the Committee on Admissions and Financial Aid.

Varsity teams compete in the Southern Collegiate Athletic Conference (SCAC), whose members are Rhodes, University of the South (Sewanee), Austin College, Colorado College, Southwestern University, Depauw University, Centre College, Millsaps College, Oglethorpe University, Hendrix College and Trinity University (Texas).

Intramurals: A large percentage of Rhodes men and women participate in the popular intramural program. Teams are organized by a wide variety of groups. Intramural teams compete in flag football, volleyball, basketball, ultimate frisbee, and soccer. There is squash, racquetball and tennis competition. The emphasis is on full participation, and many faculty and staff compete.

Club Sports: Rhodes currently offers eight club sports: cheerleading, outdoor organization, ultimate frisbee, equestrian, rugby, fencing, crew and lacrosse. Student initiated, these clubs offer an opportunity for competition against club teams from neighboring colleges and universities.

Physical Education: Classes are offered in many areas. The specific courses

are listed in the Physical Education section of the Courses of Instruction. One and one-half semesters of Physical Education are required for graduation. Emphasis in the courses is placed upon the individual student's growth in competence and appreciation for the particular sport or activity. The majority of the courses are in areas that can be continued on an individual basis after graduation.

Facilities include the Bryan Campus Life Center, Fargason Football Field, Alburty Swimming Complex, Stauffer Baseball Field, Dunavant Tennis Center (ten lighted tennis courts), a new polyurethane 8-lane track, a varsity soccer field, and numerous practice and recreational fields.

STUDENT SERVICES

CAREER SERVICES

The staff of Career Services assists students in making career plans and achieving professional goals. Comprehensive services are available to assist students in self-assessment, career exploration and career decision-making. Featured services include the CareerQuest Program, Career Tracks, the Sophomore Career Success Seminar, an academic internship program, a career library, and job postings from around the world.

The CareerQuest Program provides students a venue to explore career-related values, interests, skills, and personality traits. Through a series of four inventories/tests students will develop a better understanding of how they relate to the world of work. Discover, a computerized guidance system housed in the Rhodes Career Library, also assists students in researching potential career options and provides important career information such as job descriptions, potential income, educational requirements, and employment outlook.

All first-year students are encouraged to participate in Career Tracks, a career orientation program scheduled just prior to the beginning of spring term. Career Tracks includes individualized career assessments and speakers who discuss the world of work. All students who participate will receive a copy of *The Starting Line*, a Career Services publication providing information on resume writing, interviewing skills, and career exploration tips.

The Sophomore Career Success Seminar is a six-week, non-credit course addressing topics such as resume writing, interviewing, internships, and graduate school preparation. Sophomores are also encouraged to participate in the Shadow Program, which provides opportunities to observe the day-to-day routine of professionals and to take part in workshops and programs.

During the junior year, students are eligible to participate in the Rhodes Internship Program. More than 150 opportunities exist in a variety of settings. Most academic departments award three credits for a semester-long internship. *Compass*, a guide to professional employment and advanced education, is made available to all juniors and seniors to provide assistance in making career choices.

During the senior year, students are encouraged to establish files with Career Services and participate in the On-campus Recruiting Program and Referral Service to make contacts with potential employers. A Graduate School Expo and a Career Fair Expo are held each year. These events draw representatives who are interested in recruiting Rhodes' students.

Career Services provides many additional resources to help students make informed decisions about graduate school and the world of work. The Rhodes Career Library contains many up-to-date resources covering the topics of majors, careers, graduate schools, internships, employer directories, and job announcements for full-time, part-time, and summer employment.

COUNSELING CENTER

The Counseling and Student Development Center provides confidential, short-term counseling services to all students. In addition to individual counseling, the Counseling Center provides support groups, crisis intervention, and referrals to local psychiatrists. The Counseling center also conducts workshops and outreach programs on topics such as stress, depression, eating disorders, substance abuse, and other issues of concern to students. All services provided by Counseling Center staff are free of charge and confidential.

MEDICAL SERVICES

Students may be treated for most ordinary illnesses at the Moore Moore Student Health Center on campus. University of Tennessee Internal Medicine residents, along with their attending physicians, are retained five afternoons a week by the College to provide health care to students. In instances when specialists are needed or if a physician is not available when a serious need arises, the student is referred off campus and is responsible for the charges incurred. On-campus visits to the physician, and any laboratory or other fees which relate to on campus visits, will be billed to the student's health insurance by the University of Tennessee Internal Medicine Group. All co-pays, deductibles, and any fees not paid by insurance are the financial responsibility of the student.

A complete medical examination and immunization history is required of all students. The College also requires each student to have a minimum of accident, sickness and hospitalization insurance coverage throughout enrollment. Students may be covered under a family policy, a private carrier, or may enroll in an insurance policy negotiated through the College.

SERVICES FOR STUDENTS WITH DISABILITIES

Rhodes is committed to ensuring that educational programs are accessible to all qualified students in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and expanded by Title III of the Americans with Disabilities Act (ADA). To guard against discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids are determined on a case-by-case basis for students who have a demonstrated need for these services. It is the student's responsibility to initiate any request for accommodation due to a qualifying disability. Prospective students with questions about special needs or accommodations should contact the Office of Admissions.

Once students are enrolled, the Coordinator of Student Disability Services is the point of contact for students with physical, psychological, learning and attentional disabilities. The Coordinator of Student Disability Services confers with students on an individual basis, then together with the Disability Support Committee, determines appropriate accommodations and identifies needed resources. Accommodations are designed to meet the student's needs without fundamentally altering the nature of the College's instructional programs and are determined on an individual basis. Since arrangements for reasonable accommodations may require several weeks of preparation, students who have been admitted to the College and who wish to request special services should contact the Coordinator of Student Disability Services as soon as possible after admission.

Students with disabilities who seek accommodations from Rhodes must present current, comprehensive documentation from a qualified professional. For documentation requirements or additional information on services provided by the College to enrolled students with disabilities, please contact the Office of Student Disability Services or visit www.rhodes.edu/disability.

ADVISING AND ACADEMIC SUPPORT

ACADEMIC ADVISING

Academic advising is integral to the individualized experience at Rhodes. Advisers assist students in making responsible, informed, and timely decisions about courses and schedules based on student interests and career/life goals.

Each entering student is assigned to an academic adviser until the student selects a major, which must be done by the end of the sophomore year. At that time, a faculty adviser from the major department is assigned to or selected by each new major.

CAREER ADVISING

Rhodes graduates have prominence in their chosen professional fields. The top occupational classifications for graduates are Business, Education (on all levels), Law, Medicine and Health Sciences, and Public Relations and Writing.

In addition to the programs and services offered by Career Services, students can seek career advisement from designated faculty career advisers.

The academic program at Rhodes offers a variety of courses that may be used as preparation for graduate study or as preparation for particular professional careers. The prerequisites for professional courses of study vary greatly, not only among the various professions but also among individual institutions preparing students for the professions. Therefore, the faculty adviser should be consulted as soon as a student has decided upon aims for the future, in order that the best course of study may be planned according to individual purposes and needs.

In some cases very specific recommendations for pre-professional courses have been developed: Medicine and the Health Sciences, Business Administration, and Law. The advisers named below have this information and should be consulted early in one's undergraduate work.

CAREER ADVISERS

Accounting:	Professor Church
Architecture:	Professor Harmon
Business:	
Accounting	Professor Church
Finance	Professor Pittman
Management	Professor Birnbaum
Marketing	Professor Planchon
Education:	Professor M. Smith
Engineering:	Professor Hoffmeister
Foreign Service:	Professor Gelleny
Health Care Management:	Professor Birnbaum
Health Professions:	Professor A. Jaslow
Law:	Professor Pohlmann
Ministry and Church-Related Professions:	Professors Haynes and Sharp, Dr. Newton (chaplain)
Museum Careers:	Professors Coonin and McCarthy
Music:	Professor Sharp
Psychological Services:	Professor Wetzel
Social Services:	Professor P. Ekstrom

Theatre: Professor Ewing
Veterinary Medicine: Professor A. Jaslow

PREPARATION FOR GRADUATE STUDY

A student who plans to do graduate work leading to one of the advanced academic degrees should confer with the faculty adviser during the student's first year if possible, and certainly before entering the junior year. The student's undergraduate program should be planned in such a way as to include a maximum of study in the chosen major field and in related fields without lessening general knowledge of other fields. Since most graduate schools require a reading knowledge of at least one foreign language for all advanced degrees, the faculty adviser of the prospective graduate student should be consulted regarding the most appropriate foreign language(s) as early as possible in the college career.

The prospective graduate student should consider applying for the Honors Program. The Honors Program provides an opportunity to do more independent, intensive, and individual work than can be done in the regular degree programs. The honors work offers an excellent introduction to graduate study as it employs the full resources of library and laboratory, and encourages independent research and study. The Honors Program is more fully described in the section on Opportunities for Individualized Study.

ACADEMIC SUPPORT

Academic support services are available to all students through the academic advising system, the Counseling Center, individual meetings with faculty members, workshops, and peer tutoring programs. Many of these services are provided or coordinated by the Office of Student Academic Support. Students who find themselves in academic difficulty may receive assistance from a wide variety of programs in such areas as study skills and time management as well as personal academic counseling and assistance to achieve greater academic success.

STUDENT CONDUCT AND CAMPUS REGULATIONS

The College expects all students to conduct themselves as responsible citizens of an academic community. Persistent or extreme departures from this standard will lead to restrictions and may result in suspension or expulsion. Rhodes reserves the right to exclude at any time persons whose conduct is undesirable. In such cases, no refunds of tuition, fees, or room and board will be made, and the College, its students, faculty, administrative judicial committees and officers shall not be under any liability.

The administration of rules pertaining to student behavior is chiefly the responsibility of the Honor Council, the Social Regulations Council, and the Dean of Students. The Honor Council and the Social Regulations Council can investigate and hear cases of alleged misconduct. However, in some cases the Dean of Students may choose to investigate and determine consequences for student misconduct.

This section of the College Catalogue, which summarizes regulations especially applicable to students, is intended only to provide a broad overview. The Student Handbook, available on the College's web site, contains all policies pertinent to students.

THE HONOR COUNCIL AND SOCIAL REGULATIONS COUNCIL

The students of Rhodes assume responsibility for the honorable conduct of campus life. They elect an Honor Council and a Social Regulations Council. Each Council is composed of elected representatives from each of the four classes. The Councils investigate alleged infractions of the Honor Code and Social Regulations Code, and enforce regulations with sanctions up to and including expulsion. The decision may be appealed to a specially designated appeals committee. This committee may, at its discretion, remand the case to the Council for reconsideration, and if so, the second decision is the final decision to be rendered by the Council in the case. The Councils also serve as liaison between students and faculty/administration, and they educate students about honor and integrity. Every entering student is expected at the time of matriculation to sign a pledge promising to uphold the Diversity Statement, the Honor Code, and the Social Regulations Code.

VOLUNTARY WITHDRAWAL OR REMOVAL FROM CAMPUS

The College occasionally faces the problem of students who pose a threat to themselves or others, who are unable to cope, or who create a pattern of extreme disruption. If such behavior constitutes a violation of College rules and regulations, the case will be referred to the Dean of Students for action.

If the student's behavior occurs without such violation, if the student does not respond to the charges against him or her, or if the student did not know the nature or quality of the conduct in question at the time of occurrence, the Dean of Students will investigate the situation and the effect or the potential effect of the behavior on the student and the College community. The Dean may require a personal interview with the student and/or an evaluation of the student by a qualified professional. The Dean may require an interim removal of the student from campus pending resolution of the investigation.

If, as a result of this investigation, the Dean of Students determines that the student's behavior indicates substantial risk of threat to self or others, or that the individual is otherwise unable to fulfill the expectations of a student at Rhodes, the pursuit of professional care or a withdrawal from the College may be recommended. If the student will not pursue appropriate care or withdraw

voluntarily, the Dean will consult with the Associate Dean of Students or other member of the student affairs staff and a representative from the Counseling and Student Development Center. Neither of these representatives should have had a direct professional contact with the student. They will recommend to the Dean of Students a course of action, which may include removal of the student from the College with conditions for readmission. If the student withdraws, he or she may be referred to an appropriate facility for additional assistance. The parents will be notified as soon as possible and must assume responsibility for the student's care.

Students who leave campus under the above conditions, either voluntarily or involuntarily, may be readmitted to the College only after being cleared by the Dean of Admissions and Financial Aid with concurrence of the Dean of Students. Permission for readmission will typically be based on the student's demonstrating a period of responsible behavior outside the College and may require a statement from a physician, psychologist, or other qualified professional that the student is ready to return and cope with college life. Follow-up assessment or services may be required as part of the readmission decision.

Removal of a student from the College will be undertaken only as a last resort. Every effort should be made to help students understand the consequences of their behavior, make responsible decisions, and develop skills that will allow them to remain and function in the Rhodes community.

Students who have voluntarily withdrawn or who have been removed from campus are not allowed to attend class, have no access to the campus or College sanctioned or sponsored events.

STATEMENT ON ALCOHOL USE

A complete description of the Rhodes College Alcohol Policy can be found in the Student Handbook available on the College web site. The Rhodes policy has been established in an effort to promote a balance between the interests of the individual and those of the Rhodes community, and to encourage responsible decisions about alcohol. This policy recognizes and is guided by the following principles:

All members of the Rhodes community, as adults, are ultimately responsible for their choices and behavior regarding alcohol. We are committed to the ongoing development of a community based on respect for the individual and compliance with the policies of the college and the laws of the city, state, and nation. Within this community, the College will take all reasonable steps to insure that no illegal consumption of alcohol occurs on its property or at its institutionally-sponsored activities.

The College is subject to the laws of the State of Tennessee and the City of Memphis regulating the use of alcoholic beverages. Every member of the collegiate community has a personal responsibility in regard to these laws, and no member can assume Rhodes provides a sanctuary for the misuse of alcohol or other drugs. Information concerning responsible use, indications of abuse or addiction, and resources for assistance are available in the Counseling Center.

The regulations contained within this policy apply to all students, employee, alumni and visitors or guests of the College. These regulations are to be observed:

- At all times on the property of Rhodes College.
- At all property leased for official purposes by Rhodes College.
- At all institutionally-sponsored activities of the College that occur off campus.

(Note: An institutionally-sponsored activity refers to a specific activity of a College funded organization or College sponsored program.)

Rhodes is committed to providing the members of its community with factual

information about alcohol as well as confidential referrals for professional assistance in the event that it is needed. An awareness of the positive and negative effects of alcohol consumption may assist in efforts to make safe and responsible choices about alcohol. Educational programs are organized and conducted annually to promote continued awareness and encourage an attitude of genuine concern and care for others.

STATEMENT ON DRUG USE

The possession, use, sale or distribution of illegal drugs, the misuse or abuse of medications or other legal drugs on the Rhodes campus is prohibited. Such conduct:

- Violates the law;
- Violates one's physical and mental health; and,
- Violates the fabric of the community with serious security risks resulting from dealing with individuals operating outside the law.

The students, faculty and staff of Rhodes, as citizens, are responsible for knowing and complying with all applicable state and local laws that make it a crime to possess, sell, deliver or manufacture those drugs considered to be "controlled substances" by the state of Tennessee. Any member of the Rhodes community who violates the law is subject to both prosecution and punishment by civil authorities and to disciplinary proceedings by the College.

Students, faculty, or staff at Rhodes are subject to disciplinary action for the possession, manufacture, use, sale, or distribution (by either sale or gift) of any quantity of any prescription drug or controlled substance or for being under the influence of any prescription drug or controlled substance, except for the appropriate use of an over-the-counter medication or for the prescribed use of medication in accordance with the instructions of a licensed physician. Controlled substances include, but are not limited to, marijuana, cocaine, cocaine derivatives, heroin, amphetamines, barbiturates, LSD, PCP, and substances typically known as "designer drugs" such as "ecstasy" or "eve." Possession of paraphernalia associated with the use, possession or manufacture of a prescription drug or controlled substance is also prohibited. Students, faculty or staff also are subject to disciplinary action for the misuse or abuse of non-controlled substances (e.g. amyl nitrate, ephedrine, etc.).

The penalties to be imposed by the College may range from probation to suspension or expulsion from one's place of residence, to expulsion from enrollment or from employment.

SEXUAL HARASSMENT AND ASSAULT POLICY

Rhodes College is committed to providing a working, educational, social, and residential environment for all members of our College community, including all faculty, staff, and students, that is free from sexual harassment. Sexual harassment or assault in any form is unacceptable behavior and will not be tolerated. It is a form of misconduct that undermines the institutional mission of the College. The complete sexual harassment and assault policy may be found in the Student Handbook and the College Handbook.

FRATERNIZATION POLICY

Rhodes College prohibits romantic, sexual, and exploitative relationships between college employees and students. In the event that any such relationship is reported and confirmed the college employee is subject to employee disciplinary procedures up to and including termination in the case of administrators and staff members, or dismissal for cause in the case of faculty members. There are

exceptional circumstances in which the spouse or partner of a college employee is a student at the College. This policy does not apply in such circumstances. The Dean of the College, in consultation with the Director of Human Resources, is the administrative officer who determines whether an exceptional circumstance applies. The complete fraternization policy and employee discipline policy are available in the College Handbook.

SMOKING POLICY

Certain public areas of the campus are designated as “smoke-free.” Classified as “No Smoking” areas are all interior spaces of all buildings and the exterior space within forty (40) feet of the entrances to all buildings.

In order for Rhodes to have an environment that is relatively free of pollutants or other substances that may be hazardous to one’s health, members of the campus community are encouraged to direct those who choose to smoke to areas not designated as “smoke-free.”

Campus areas in which smoking will be permitted are South Hall (Neely) of the Refectory, the patio of the Bryan Campus Life Center, the north porch of the Briggs Student Center and all exterior space at least forty (40) feet away from the buildings.

All residence halls are smoke-free. This includes student rooms and apartments, bathrooms, hallways, stairwells and social rooms. Students who smoke in “smoke-free” spaces are subject to disciplinary action.

RESIDENCE HALLS AND CAMPUS PROPERTY

All residence hall regulations are administered and enforced by the Dean of Students and Residence Life Offices. A complete description of all regulations appears in the Student Handbook.

It is absolutely prohibited for any student to have weapons (including knives, pellet guns, BB guns and bows-and-arrows) on the Rhodes campus. Violators are subject to suspension, expulsion, termination, criminal prosecution, or any combination of sanctions appropriate.

Authorized personnel of Rhodes have the right to enter student rooms at any time for purposes of maintenance and repair, inspection of health and safety conditions, and investigation of violation of College regulations. This right will be exercised with restraint. College furniture may not be removed from a room at any time. Any College items of furniture found missing from a residence hall room will be charged to the residents of that room. Students are responsible for all damages in their rooms. Cost of damage to common areas of residence halls will be prorated among the residents. It is an Honor Code violation to remove any furniture from a residence hall social room. Any College furniture found missing from a residence hall room will be charged to the residents of that room.

A student’s personal belongings are not covered by College insurance. In deciding what to bring to college, students should discuss with their parents whether they want their comprehensive policy to include coverage of their belongings on campus.

CAMPUS COMMUNICATION

There are three official means of communication on the Rhodes campus: campus mail, e-mail using Rhodes’ accounts, and campus voice-mail. All students, faculty, and staff have a personal e-mail address on the Rhodes e-mail system, and students are expected to check this account on a regular basis.

Communication about severe weather or similar campus-wide issues, as well as other official communication, may take place over the campus voice-mail. Due to

these factors, all residential students are expected to activate, and regularly check, for voice-mail messages.

Most official notices to individuals and to the campus community are sent via e-mail, and such correspondence is considered official. In addition to e-mail, some official notices, communication, and information are sent via campus mail. For this reason, all students are required to maintain a mailbox in the mailroom located in the Briggs Student Center Building.

OFFICIAL RECESSES

Residence halls, the Refectory, and the Lynx Lair will be closed for the official College recesses that occur at Fall Recess, Thanksgiving, between the Fall Semester and the Spring Semester, Easter Recess and Spring Break. Certain students may be allowed to remain in residence during these recesses; but in that event, they may be subject to temporary reassignment to other residence halls. Exceptions may be granted in extenuating circumstances by contacting the Director of Residence Life at least two weeks before the vacation period. After any vacation period, students may not re-enter any residence hall before the date and time determined by the Director of Residence Life.

AUTOMOBILES

A student may not keep a car on campus without registering it with the Campus Safety Office. Car registration can be obtained through the Campus Safety Office anytime during the year.

USE OF CAMPUS FACILITIES

Campus facilities are for the use of the Rhodes College community, including alumni and trustees, as well as Meeman Center clients. All requests for use of campus facilities, excluding social rooms in residence halls, may be requested through the room reservation system, Facilities Management, on the Rhodes web site (<http://calendar.rhodes.edu>). This web site provides access to instructions for reserving space and information such as spaces that require special permission, multimedia smart classrooms, and a calendar of events.

Requests for the use of campus facilities for personal events or by off-campus groups and any request for use of facilities during the summer should be sent to the Conference and Event Services Manager, Meeman Center for Lifelong Learning, 843-3965.

**THE EDUCATIONAL
PROGRAM**

REQUIREMENTS FOR A DEGREE

Rhodes College offers a four-year program of study in the liberal arts and sciences leading to the Bachelor of Arts or the Bachelor of Science degree. Candidates for either degree must complete the general degree requirements. Students majoring in a science who may earn the Bachelor of Science degree. Rhodes also offers a Master of Science degree in Accounting (see the section with that title later in the catalogue).

Twenty-four different majors are offered by Rhodes' academic departments. In addition students may choose one of the established interdisciplinary majors or formulate, with the help of their advisors and approval of the Faculty, majors that meet their special academic needs. (See the section entitled "Interdisciplinary Study" for more information.)

THE BACHELOR'S DEGREE

The Bachelor's degree is granted to students who have completed the required number of credits (depending on the transition curriculum requirements), writing and language requirements, a basic humanities requirement (twelve credits), distribution requirements in four different areas (at least 33 credits), a major, and three non-credit course units in Physical Education. Although 45 total credits are required in the basic humanities and in the distribution requirements, several of these credits will be satisfied by courses taken in a particular major. Moreover, the total number of credits required to satisfy the writing and language requirements may vary because the foreign language requirement may be satisfied by successful completion of a proficiency exam. Thus, the number of credits available for electives is dependent upon several factors: the major, whether the degree is the Bachelor of Arts or the Bachelor of Science, how many courses a student must take to satisfy the writing and language requirements, and how many courses outside the major a student must take to satisfy the distribution requirements.

The transition to the Foundations Curriculum must be noted by students for its variation in requirements for the B.A. and B.S. degrees.

Once the degree is conferred, no additional course work may be taken and applied to that degree. Additional course work may be applied toward a second degree or taken in a non-degree seeking status, however.

Bachelor of Arts. The Bachelor of Arts degree is awarded to those students who complete the degree requirements as stated above and more fully described below, including the completion of the requirements for a major as outlined in the appropriate section of this catalog.

Bachelor of Science. The Bachelor of Science degree may be earned by students who complete the appropriate requirements for a degree with a major in Biology, Biochemistry and Molecular Biology, Chemistry, Computer Science, Mathematics, or Physics.

Although the College, through various advising methods, assists a student in planning and following a program of study which will lead to a degree, the student is ultimately responsible for keeping track of progress toward a degree, for knowing and fulfilling all degree and major requirements, and for arranging a course of study accordingly.

TOTAL CREDITS FOR THE DEGREE

The credits required for the degree are as follows based on the number of academic years the student is in attendance under the four-course system:

Class of 2008	(entered Fall, 2004)	116
Class of 2009	(entered Fall, 2005)	120
Class of 2010	(entered Fall, 2006)	124
Class of 2011	(entered Fall, 2007)	128

A student must earn at least 50 percent of these credits at Rhodes. The senior year, defined as the last 25 percent of the total credits required, must be spent in

residence. No more than eight (8) of these credits may be transfer credits.

A student must earn a cumulative grade point average of no less than 2.000 (C) to qualify for the degree. A student may apply toward a degree a maximum of eight (8) credits in internships. Three of the credits earned in any of the crosstown R.O.T.C. programs are counted internship credits.

A maximum combined total of thirty (30) credits may be earned through Advanced Placement and International Baccalaureate examinations. A student earning both transfer credits and Advanced Placement and/or International Baccalaureate credits may apply a maximum combined total of fifty-six (56) of those credit hours to the Rhodes degree.

WRITING AND LANGUAGE REQUIREMENTS

English 151, First Year Writing Seminar must be taken in the first year by all students unless the requirement is waived by the English department. In addition, proficiency in a foreign language at the level of third semester (201) courses must be demonstrated by passing any appropriate three or four credit language course at or above that level, by passing the Rhodes language placement test at a satisfactory level, or by scoring 3 or higher on that language's Advanced Placement Examination. The foreign language requirement is waived for those students for whom English is the second language.

Students planning to meet the Rhodes requirement in a language they have previously studied must take the placement test in that language during the orientation period. If a student has completed two or more years of a language in high school, the student may not take the 101 course in that language for credit at Rhodes. The foreign language requirement should be completed in the first two years. For more information about foreign language study, see the "Modern Languages and Literatures" section of this catalog.

THE BASIC HUMANITIES REQUIREMENT

Students must complete one of these two sequences:

A. The Search for Values in the Light of Western History and Religion. This course sequence is taken in the Fall and Spring Semesters of the first two years.

B. Life: Then and Now. This course sequence offered in the Religious Studies and Philosophy departments is normally completed in the first two years. The first two courses must be taken at the 100-level in the Fall and Spring semesters of the first year; the third course (and fourth course if required) may be taken at any time but should be completed as early as possible. (Courses that meet this requirement are designated "Life Then and Now.")

Both of these alternatives are discussed in detail under the section "Interdisciplinary Study" in this catalogue. A student should plan to stay in the sequence first chosen, but if a change is desired, course equivalents between the two sequences may be obtained from the Registrar.

DISTRIBUTION REQUIREMENTS

Under the Distribution degree requirements, at least 33 credits in distribution requirements must be completed for a Rhodes degree. Three courses totaling at least nine credits must be completed in each of three areas: Humanities, Social Science and Natural Science. Two courses totaling at least six credits must be completed in the Fine Arts. The detailed requirements are as follows:

Humanities. Of the three courses, at least one must be in literature or film - English or foreign - and at least one in history or philosophy.

Natural Science. The three courses must be selected from at least two of the five science areas listed below. One of the three must have an accompanying laboratory.

Biology
Chemistry
Geology

Mathematics/Computer Science
Physics/Astronomy

Social Science. The three courses must be selected from at least two of these four social science areas:

Anthropology/Sociology
Economics

Political Science & International Studies
Psychology (including Education 201)

Fine Arts. The two courses must be selected from any two of these areas: Art, Music, Theatre. An accumulation of three one-credit applied music credits is equivalent to a course and may be used to meet this requirement.

PHYSICAL EDUCATION

Three half-semester courses of Physical Education are required for graduation. These courses carry no academic credit and are graded on a pass-withdraw basis. Physical Education courses are offered each semester and are taught for seven weeks (one-half of a semester) each. It is the student's responsibility to be sure that he or she is properly registered for the course during the semester in which it is taken. For each successfully completed, full-semester course in one of the ROTC programs, a student will be credited with one course of the Physical Education degree requirement of three courses.

THE MAJOR

A student must complete any one of the department-based majors listed below, one of the interdisciplinary majors listed below or an approved interdisciplinary major formulated in consultation with faculty members (see section below on "Interdisciplinary Major").

Department-based Majors:

Anthropology/Sociology

Art

Biology

Chemistry

Computer Science

Economics

Business Administration

Economics and

Business Administration

English

French

German

Greek and Roman Studies

History

International Studies

Mathematics

Music

Philosophy

Physics

Political Science

Psychology

Religious Studies

Russian Studies

Spanish

Theatre

Interdisciplinary Majors:

Biochemistry and Molecular Biology

Economics and International Studies

French and International Studies

German and International Studies

International Studies and Political Science

International Studies and History

Latin American Studies

Neuroscience

Urban Studies

Detailed descriptions of the department-based majors are given under the departmental descriptions in the section entitled "Courses of Instruction." The

Interdisciplinary majors are described in the section “Interdisciplinary Study,”

No major may require more than 50 percent of the total credits required for the degree. At least fifty percent of the course requirements for a major or minor must be Rhodes credit. All majors include a required senior seminar which both reviews and integrates important areas within the discipline. The senior seminar also further develops skills of analysis and of clear expression in both written work and oral presentations. These seminars carry two to six credits and may extend over the whole year or be offered only in the spring semester.

A 2.000 (C) grade point average in the major is required for graduation. Required cognate courses outside the major department are also used in the computation of the major grade point average. A student pursuing a double major or a second Bachelor’s degree may use no more than four (4) of the same courses to satisfy requirements in both majors unless specified as required by one or both of the majors.

In the case of changes in the requirement for a major, students may follow the requirements stated in the catalogue that defines their general degree requirements or in any later catalogue except in cases where changes in departmental course offerings makes the original major requirements impossible to meet.

Declaration of a Major. Students must declare an intended major or majors no later than the middle of the spring semester of their sophomore year. Students in good standing will be accepted as majors by any department they may choose but must first discuss their suitability for work in the department with the department’s chairperson. At the same time the prospective major should make a tentative plan of course work to be completed in the student’s remaining semesters. A faculty advisor from the major department is assigned or selected by each new major to aid in this planning. Forms for declaring a major are available in the Office of the Registrar. Students declaring two majors will have an advisor in each major department, but one advisor will be designated as the primary advisor. Students who are delinquent in filing a declaration of major will not be allowed to register for classes until the appropriate form is received by the Registrar. While students may change majors, changes made after the sophomore year may be difficult to accommodate in the remaining semesters.

Interdisciplinary Major. Some students prefer to study in an area that can best be covered by combining the work in two or even three academic departments. Interdisciplinary majors are important ways in which the faculty can meet the special academic needs of these students.

The department listing titled “Interdisciplinary Study” summarizes existing interdisciplinary major requirements for pre-approved curriculum structures. Students who wish to declare any of the established interdisciplinary majors may do so by filing the normal Declaration of Major form with the Office of the Registrar. Any deviation from the program of study outlined in the description must be approved by the chairpersons of the departments involved.

Students who wish to declare an interdisciplinary major that does not have a program of study already defined should follow the steps below in order to secure the necessary approvals within a reasonable time and to ensure an adequate review of the proposed program of study. The proposed program of study must include specific provisions for a senior seminar or integrating senior experience. The “Declaration of Interdisciplinary Major” form is used to record the approvals and to advise the Registrar of the College.

1. Consult with faculty members in the departments that will be combined in the major to determine the feasibility of the interdisciplinary major. Consultation with the Registrar is also recommended in order to secure an understanding of the approval procedure.
2. Prepare, in consultation with the departments, a petition requesting the

Faculty's approval of the interdisciplinary major. This petition is addressed to the Chairperson of the Faculty Educational Program Committee. The petition should contain these items:

- a. The Declaration of Interdisciplinary Major, including a complete listing of courses, with numbers and titles and dates when the courses which comprise the interdisciplinary major are to be taken. Though it is customary that the number of courses in each department will be fewer than what is expected of a major in that department, it is essential that courses be included in the interdisciplinary major so that reasonably advanced work is done in each department. Introductory level courses in a large number of areas is not sufficient.
 - b. An essay in which a rationale for the interdisciplinary major is developed. Some clear academic link or tie between the departments is essential; simply taking courses in two departments is not sufficient. The rationale should be such that only by combining work in the departments can the rationale be realized. The importance of this essay cannot be overemphasized as it is not only a statement of the student's reasons for choosing the proposed interdisciplinary major but a philosophical and practical statement of why it is important to the student's career and life paths.
 - c. A complete description of the manner in which the senior seminar will be structured. It must be clear how the departments involved in the major will be integrated into the senior seminar, seminars, or capstone experience. An indication should be given as to the department or departments in which the senior seminar will be pursued or if an interdisciplinary senior seminar is proposed. The capstone experience should be explained in as much detail as possible.
 - d. Some indication of how the departments will work cooperatively with the student in realizing the rationale for the interdisciplinary major. This may take the form of a specially designed directed inquiry or tutorial for the student, participated in by representatives of the departments; it may be a major project in one area reviewed and evaluated by members of the other department. Whatever form it takes, some academic program sponsored by the departments in the interdisciplinary major is necessary.
3. The Declaration of Interdisciplinary Major must be endorsed in writing by the chairpersons of the departments. This endorsement should give an assessment of the student's ability to undertake and complete successfully the work projected in the petition. The departmental endorsements should also specify who will serve as the principal faculty advisor for the student.
 4. The entire Declaration of Interdisciplinary Major with the completed petition is submitted to the Registrar for review before it is sent to the Education Program Committee for a full review and action.
 5. Interdisciplinary majors must be declared and receive approval no later than midterm of the spring semester of the junior year. It is expected that work on the petition, interviews with faculty, and consultation with the Registrar will take place no later than the fall semester of the junior year. The student who submits an interdisciplinary major petition will have already declared a major by midterm of the spring semester of the sophomore year. If the interdisciplinary major can be worked out in time for the sophomore year deadline for declaring a major, it should be submitted earlier.
 6. Any proposed deviation from the approved interdisciplinary major must have departmental approvals and the approval of the Education Program Committee before changes are made in the course of study.

COMMENCEMENT

Rhodes College requires attendance at the May commencement exercises by all candidates for a degree including candidates whose work was completed in August or December of the previous calendar year. The College recognizes students in commencement exercises only after they have completed the academic requirements for a degree and confers degrees (signified by the date of degree in official records) at the end of each regular semester (December and May) and in August.

Candidates for degrees must submit to the Registrar's Office an "Intent to Graduate" form at least two semesters prior to the intended date of graduation.

ACADEMIC MINORS

Academic minors are available to students who wish to supplement their major field of study with another academic area, giving both more depth and breadth to their course work. In addition to departmental minors, interdisciplinary minors are available within the established interdisciplinary programs in the curriculum.

Normally, a student is required to complete at least six specified courses in the department in which the minor is selected. At least four of the courses in the minor must be outside the major department or interdisciplinary major requirements, and the same course cannot be used to satisfy the requirements in two different minors. Forms for declaring a minor are available in the Office of the Registrar and should be completed no later than the beginning of the fall semester of the senior year.

A student must earn a grade point average of 2.000 in the courses required for an academic minor in order for the minor to be posted to the final academic record.

Academic minors are currently available in the following areas:

African American Studies	German
American Studies	History
Anthropology/Sociology	International Studies
Archaeology	Latin American Studies
Art	Mathematics
Asian Studies	Music
Business Administration	Philosophy
Chinese Studies	Physics
Computer Science	Psychology
Earth System Science	Religious Studies
Economics	Russian Studies
English	Spanish
Education	Theatre
Film Studies	Urban Studies
French	Women's Studies

SECOND DEGREE

Under the current Divisional Requirements Curriculum, a student may earn a second Bachelor's degree upon earning at least 32 credits beyond the total credits required for the first degree and completion of all requirements for a second major. Under the transition requirements, the requirement varies from 28 to 32 credits. A student may not earn two Bachelor of Arts degrees or two Bachelor of Science degrees. A student planning to earn a second degree must declare that intention no later than the beginning of the last semester of enrollment. All academic work for both degrees is included in the cumulative grade point average of the double degree recipient.

A Rhodes graduate who wishes to return to the College to earn a second undergraduate degree must earn an additional 32 credits beyond the number of

hours earned for the first degree as well as complete the second major. For a returning student, a second cumulative grade point average will be computed using only the additional hours earned for the second degree.

CHANGES IN DEGREE REQUIREMENTS

A student may satisfy the requirements for a Rhodes degree as described in any catalogue that has been in effect during the student's enrollment. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Standards and Standing Committee. Students may not declare a major if it has been dropped from the College's curriculum, however, even if the major was available at the time of enrollment. In addition, degree and/or major requirements may have to be modified in order to fit current curricular offerings.

ACADEMIC ACHIEVEMENT

The candidate for the degree who attains a cumulative average of 3.9500 in all academic work at the College and a grade point average of 3.9500 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree summa cum laude.

The candidate for the degree who attains a cumulative average of 3.8500 in all academic work at the College and a grade point average of 3.8500 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree magna cum laude.

The candidate for the degree who attains a cumulative average of 3.5000 in all academic work at the College and a grade point average of 3.5000 in all Rhodes work and all attempted transfer credit combined will be recommended for the degree cum laude.

If a student with transfer credit is a candidate for academic achievement recognition, the student must have the grade point average required for academic achievement on all Rhodes work and must have a grade point average for all accepted transfer work and Rhodes work combined which meets the standard for academic achievement.

The major with honors requires special independent study work in the major field during the senior year. The Honors Program is described under Opportunities for Individualized Study.

AWARDING OF POSTHUMOUS DEGREES

A posthumous degree may be awarded to a deceased undergraduate student who was within 14 credits of the completion of the requirements for graduation or to a deceased graduate student who was within 6 credits of the completion of the requirements for graduation. The student must have been enrolled during the past two regular semesters. The remaining credits would have completed all degree requirements, and the cumulative and major GPA requirements must be met. The appropriate degree may be awarded posthumously on the recommendation of the Dean of the College with the approval of the Faculty Standards and Standing Committee and the President. The student's transcript will show a notation that the degree was awarded posthumously.

TRANSFER STUDENTS

Students who transfer to Rhodes have their previous college work evaluated for transfer credit upon their acceptance for admission. Credit will be awarded following the guidelines outlined below for the evaluation of academic work for transfer credit. Transfer students are responsible for having final copies of transcripts sent from each institution attended. Official evaluation of transfer credit will not be completed until these final transcripts have been received in the Registrar's Office.

As degree candidates, transfer students must satisfy all of the degree requirements outlined in this catalogue. Of the 112 to 128 credits required for a Rhodes degree, a minimum of 56 to 64 credits must be earned at Rhodes and a maximum of 56 to 64 credits may be accepted as transfer credit. The Basic Requirement in Humanities may be fulfilled using The Search Course or the Life: Then And Now program, depending upon the acceptance of transfer credit for previously completed course work. Religious Studies, Philosophy, Bible, and certain other Humanities courses may be accepted for part or all of these requirements.

TRANSFER CREDIT FOR ENROLLED STUDENTS

Credit from Other Institutions. Rhodes students may enroll in courses at other colleges and universities and transfer credits to Rhodes. A student who desires to have academic work transferred from another institution must have the work approved in advance by the appropriate academic department chairperson at Rhodes and by Registrar, acting on behalf of the Education Program Committee. Courses not receiving prior approval may not be accepted for transfer credit at the discretion of the department chair and the Registrar.

Students seeking concurrent enrollment at another institution during a regular semester must have permission from the Standards and Standing Committee prior to registering at the other institution. Concurrent enrollment hours are included in the computation of the total credits permitted in one semester but are not included in the determination of full-time status. Course credit earned at another institution during non-approved concurrent enrollment may not be accepted for transfer credit.

It is the responsibility of the student to ensure that an official transcript from the other institution is forwarded to the Registrar at Rhodes. Final evaluation of transfer work must be completed within twelve (12) weeks of the completion of the course(s) in question. In some departments, a proficiency examination must be passed in order for the transfer credit to be accepted.

Credit from Special Programs. Students wishing to participate in special programs at other collegiate institutions are required to obtain permission and approval in advance from the appropriate academic officer acting on behalf of the Faculty Education Program Committee. In most cases, this approval will come from the Director of International Programs, the Registrar, and the chair of the department at Rhodes in which the coursework will be pursued. The Registrar, in consultation with department chairpersons and the Dean of the College, must approve all work at other institutions in advance of beginning the work. In some cases it may be necessary to postpone approval until course syllabi, papers, and tests are examined.

No more than four credits of course work may be transferred to satisfy the degree requirements in each of the four divisions of the curriculum—Humanities, Natural Sciences and Mathematics, Social Sciences, and the Fine Arts. This restriction does not apply to courses taken by students participating in approved study-abroad programs. No more than twelve transfer credits may be earned in any one summer.

Transfer credit may not be used to satisfy a Foundation Requirement.

Transfer Credit Guidelines. The following guidelines are used in evaluating academic work from other institutions for transfer credit:

- To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the curriculum at Rhodes or it must be judged to be consistent with the liberal arts and science curriculum and of a quality comparable to that expected of courses at Rhodes. Departmental chairpersons make these judgments; in many cases the Registrar of the College can act with the authority of departmental chairpersons. In some departments, a

- proficiency examination must be passed in order for the transfer credit to be accepted. The chairpersons and the Registrar assign credit toward a degree in such a way as to match comparable work at Rhodes.
- The course work must be taken on the campus of an accredited college or university or while on a study abroad program approved by the Office of International Programs.
 - Transfer credits may be used to satisfy degree and major requirements subject to the following condition: Currently enrolled students may use no more than 4 credits of transfer credit to satisfy a distribution requirement in each of the four divisions. Therefore, only one transfer course may be used to satisfy a general degree requirement in each academic division for a total of four courses maximum. This restriction does not apply to students participating in approved study abroad programs. A student may use a 4-quarter hour course, equivalent to 2 and 2/3 credits, to satisfy course requirements for a degree, up to a maximum of five courses. Transfer credit may not be used to satisfy a Foundation Requirement.
 - No more than twelve transfer credits may be earned in any one summer.
 - All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
 - A maximum of 56 credits (1 credit = 1 semester hour) may be accepted towards a Rhodes degree. No student may earn additional transfer credit once the 56 credit hour limit has been reached. This maximum varies as the number of credits required for the degree increases during the transition to the Foundation Curriculum,
 - Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter-hour equals two-thirds credit. Fractional transfer credits will be credited.
 - Students earning both transfer credits and Advanced Placement and/or International Baccalaureate credits may apply a maximum combined total of fifty-six (56) of those credits to the Rhodes degree. A student with such credit must earn at least 56 of the 112 credit hours required for a degree while in residence at Rhodes. Advanced Placement credit and/or International Baccalaureate credit may not be used to satisfy Foundation Requirements.
 - Of the twenty-eight credits earned to qualify for the senior year in residence, a maximum of six credits may be transfer credit.
 - Transfer credits are not accepted if the grade is D+ or below. Transfer courses taken on a Pass/Fail basis must be passed with a grade of C or better. Confirmation of such a grade must be received by the Registrar before the course will be accepted for transfer credit. Transfer credits are credited to the Rhodes transcript as credits only; they are not computed in or used to determine the grade point average.
 - Courses taken on a college campus prior to matriculation by accepted students, including those which are taken in conjunction with a dual enrollment program at the secondary school level, will be accepted for credit under the same guidelines as stated above, including review by the appropriate department at Rhodes, only if such coursework does not satisfy high school graduation requirements or requirements for admission to Rhodes. Credit for such courses must be requested during the summer prior to enrollment at Rhodes. Students who have not graduated from high school who present such courses for transfer credit are not considered transfer students.

THE FOUNDATIONS CURRICULUM

In the Fall of 2007, Rhodes will implement an academic curriculum that establishes a new approach to the study of the liberal arts and sciences at the College. Students entering the College in the 2007-2008 academic year will pursue their entire undergraduate education within this new framework. Students currently enrolled or enrolling in 2006 will go through a period of transition that will affect their graduation requirements.

The Foundations Curriculum was adopted by the Faculty in order to achieve several goals:

1. To assist students to understand the goals of a liberal arts education and to take greater responsibility for their education. The curriculum gives students greater freedom to follow their academic interests and aspirations within a framework of Foundation requirements that are fundamental to the study of the liberal arts;
2. To provide a more transparent and streamlined curriculum by framing the general degree requirements in terms of skills and content areas;
3. To bring greater focus to the courses students take and to recognize that their activities inside and outside the classroom should be mutually informative and energizing;
4. To create the opportunity to offer more courses reflective of the scholarly interests of the faculty and to develop innovative courses that respond to the developing currents in contemporary thought; and,
5. To establish four courses as the standard load per semester in order to allow for a more focused educational experience for all of our students.

The Foundations curriculum enhances the way in which the four components of the Rhodes education work together: the Foundation requirements (commonly referred to as "F1", "F2", etc.), the Concentration in a Major, the choice of elective courses, and participation in co-curricular activities.

THE FOUNDATION OF THE LIBERAL ARTS REQUIREMENTS.

The new Foundation requirements establish a framework for liberal education and life long learning. Unless mentioned otherwise in the description, Foundation requirements will be met by taking one course specified as meeting that requirement, and most requirements will have courses in several different departments that do so.

Upon completion of the requirements and the attainment of a Bachelor's degree from Rhodes, each graduate of the College should be able to:

1. **Critically examine questions of meaning and value.** Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such problems and questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of the history of medieval Europe, economic theory, and the physical structure of the universe. This requirement is to be satisfied with three courses, either the Search sequence or the Life sequence.
2. **Develop excellence in written communication.** The ability to express concise and methodical arguments in clear and precise prose is essential to success in most courses at Rhodes and in most of the vocations Rhodes graduates pursue. This requirement will be satisfied by one writing seminar (taken in the first year) and two writing intensive courses, one of which will be in Search or Life.
3. **Understand how historical forces have shaped human cultures.**

Investigating the responses of individuals and societies to forces of change helps us understand the processes of transformation that affect all human cultures. It also provides new perspectives on the present.

4. **Read and interpret literary texts.** Literary texts provide challenging and influential representations of human experience in its individual, social, and cultural dimensions. Critical and sensitive reading of significant works refines analytical skills and develops an awareness of the power of language.
5. **Participate in the analysis of artistic expression or in the performance or production of art.** Humans powerfully express their observations, questions, and emotions in artistic ways. These expressions take various aural, visual, and literary forms including art, theater, music, and film. Creation and analysis are the most effective method of learning to understand and interpret art.
6. **Gain facility with mathematical reasoning and expression.** Some human experiences are most effectively expressed in mathematical language, and important areas of intellectual inquiry rely on mathematics as a tool of analysis and as a means of conveying information.
7. **Explore and understand scientific approaches to the natural world.** Our world is profoundly influenced by a scientific understanding of the physical realm of our existence. From every day matters to major questions of public policy, students have a personal and social responsibility to make informed decisions involving science. The ability to make such decisions hinges not simply on knowledge of scientific facts, but also on understanding the powerful methods by which this knowledge is obtained. The courses that satisfy this requirement must include a laboratory.
8. **Explore and understand the systematic analysis of human interaction and contemporary institutions.** Human development, thought, and aspiration occur within societies, and those societies are shaped by various social and political institutions. Familiarity with the systematic analysis of contemporary institutions is an important component of a sound understanding of the world and is a foundation for responsible citizenship.
9. **View the world from more than one cultural perspective.** In order to live and work effectively in a culturally diverse world, liberally educated individuals cultivate the ability to view and understand issues and events from cultural perspectives that differ from their own. This ability requires in-depth analysis of issues that bring to the forefront similarities and differences in cultural values, beliefs, world views and/or identities.
10. **Develop intermediate proficiency in a second language.** The study of a second language opens the possibility of engagement with people and texts of other cultures. This requirement may be met either by passing a proficiency test or by taking the appropriate language courses through the third semester.
11. **Participate in activities that broaden connections between the classroom and the world.** Rhodes students are asked to become engaged citizens, participating in the local community - its politics, its culture, its problems, its aspirations – and in the world community. Students gain skill in connecting knowledge to its uses through educational experience that takes them off campus.
12. **Participate in activities that encourage lifelong physical fitness.** It is important that students have the opportunity for recreation and physical activity, both during and after college. These involvements

include learning about and participating in activities that promote lifelong physical fitness. Participation in athletics provides opportunities for leadership and for setting, understanding, and achieving team and personal goals. This requirement may be satisfied by taking three half-semester of no-credit physical education courses or participation in intercollegiate athletics or club sports.

CONCENTRATION OF STUDY IN A MAJOR DISCIPLINE

Students' majors may be directly related to an anticipated vocation, but that is not their primary purpose in a liberal arts curriculum. The qualities of mind and abilities that will serve students best in their careers are developed within the curriculum as a whole. The major is a refinement of intellectual discipline and a deepening of understanding of an area of study. The academic enrichment gained through a major affords access to other disciplines as well as an appreciation of the complexity of other fields of study. Students should consider carefully how all of the courses they select can enrich and complement work done in the major.

THE CHOICE OF ELECTIVE COURSES

The new Rhodes curriculum is designed specifically to offer students opportunities to combine a carefully structured and intense study of at least one subject with the broad and diverse understanding that is characteristic of an education in the liberal arts and sciences. Although required to meet certain objectives, the Foundation courses may be selected from a wide range of course offerings. These are only the beginning of a student's exploration of the fields of human knowledge and creativity. In selecting courses beyond these requirements and outside the major discipline, students should consider the ways in which their education can be broadened, complemented, and enriched.

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

A comprehensive liberal arts education includes regular engagement with cultural activities and diverse perspectives not only in the classroom, but also in the college community and in communities beyond the college. Students become full participants in the campus community as they join others in a variety of extra-curricular and co-curricular activities. These include student government, music ensembles, athletics, campus publications, theatre productions, and many others. Service-learning opportunities, international education opportunities, and undergraduate research provide students and faculty with ways to integrate classroom and laboratory work with out-of-class experiences, and a student's experience in a course can be enriched in significant ways by the selection of complementary co-curricular activities.

DEGREE REQUIREMENTS AND THE TRANSITION TO THE FOUNDATIONS CURRICULUM

With the introduction of many courses that will satisfy Foundation requirements in 2006-2007 and the full implementation of the Foundations Curriculum in the Fall Semester of the 2007-2008 academic year, degree requirements for those entering classes affected will be implemented through a transition of both the degree requirements and the total number of credits required for the degree.

Although the Foundations Curriculum will not be in effect fully for the students entering in the Fall of 2006, it is possible according to policy for any student enrolled in the 2007-2008 academic year to choose to meet the Foundation Requirements. Therefore, members of the Class of 2010 may select to fulfill the requirements for a degree using the Foundation Requirements **or** the current

division-based general degree requirements. However, students may find that courses that meet the new Foundation Requirements may not be offered in sufficient quantity during the 2006-2007 academic year for them to satisfy the new requirements as desired during this year. Therefore, degree plans for the Class of 2010 should take into consideration the full implementation of Foundation courses in 2007-2008, the availability of courses that meet either the Foundations Requirements or the General Degree Requirements as well as the transition credit hours requirements as stated in this Catalogue.

There will be a change in the credits required for the two undergraduate degrees. Because the normal student course load will be four four-credit courses each semester or thirty-two credits per year, the graduation requirements are as follows based on the number of academic years the student would be attendance under the four-course system:

Class of 2010	(entering Fall, 2006)	124
Class of 2011	(entering Fall, 2007)	128

The transition from general degree requirements to Foundation requirements also affects the Basic Humanities Requirement (The Search course or the Life program) or the F1 requirement as it is known under the Foundations curriculum. Students entering in August, 2006, will take three four-credit courses instead of the four three-credit courses of the past. Two of those courses will be taken in the first year. That change will not affect other distribution requirements under the divisional general degree requirements as stated in the "Requirements for a Degree" section.

FOUNDATIONAL PROGRAMS IN THE HUMANITIES

Questions about the meaning and purpose of life are central to human existence. Every area of the Rhodes curriculum touches in some way upon such questions, whether directly as in moral philosophy, epic poetry, and political thought, or indirectly as in studies of the history of medieval Europe, economic theory, and the physical structure of the universe. The *Life: Then and Now* ("Life") and *The Search for Values in the Light of Western Religion and History* ("Search") programs help students think about these issues and so provide the foundation for the entire curriculum.

Life and Search students meet in small groups led by faculty members to analyze challenging and controversial texts that have shaped and reshaped thought, particularly in Western societies. Because of its prominence in world history, these courses pay special attention to the Bible and the traditions that have emerged in relationship to it. Life and Search courses endeavor to make the familiar unfamiliar by examining critically the logical and historical foundations of received opinion and texts. They also make the unfamiliar familiar by studying traditions, artifacts, and issues that most students have not yet encountered. Through both programs, students learn to appreciate the role of historical context in shaping values, beliefs, and practices and to reflect critically on their own values, beliefs, and practices. Life and Search stress skills that are central to the whole curriculum: careful reading, analytical writing, critical thinking, and discussion.

At the start of their first year in the College, students choose to pursue either Life or Search and generally remain in their chosen program until they have completed it. The two programs share many features but also are distinctive. The following descriptions clarify the differences between Life and Search.

LIFE: THEN AND NOW

The student who chooses the *Life: Then and Now* program completes a three semester sequence of courses. The first courses are taken in the fall and spring semesters of the first year. The third course may be taken at any time in the remaining three years of the student's college career.

The first two courses in the Life sequence are Religious Studies 101-102, "The Bible: Texts and Contexts." These courses introduce students to the academic study of the Bible and the traditions of interpretation and reflection based upon it. This two semester sequence follows a basic chronological development, from the earliest biblical sources to modern interpretations. The first semester of the course is taught by members of the Department of Religious Studies with primary competence in the study of the Bible and the second semester by members with expertise in theological reflection and the disciplines of the history of religion. Both courses emphasize careful textual analysis, clear and effective writing, and active discussion with peers. Complete descriptions of these courses may be found in the Religious Studies section of the catalogue.

The third Life course is chosen from a variety of offerings in Religious Studies and Philosophy. These courses build on the skills and base of knowledge developed in first year Life and further refine and augment them. The third Life course is selected from an array that includes advanced study of the Bible, theology and ethics, philosophy, and the history of religions. The spectrum of upper-level Life courses will change periodically to reflect student and faculty interests but includes staples such as "Archaeology and the Bible," "King David," "Sex and Gender in the New Testament," "Paul," "Contemporary Theology," "Holocaust," "Islam," and "Religious Traditions of Asia," "Religion in America," "Medieval Philosophy," and "Ethics." With a wide variety of choices, students may select a third Life course

that suits their interests and best complements their overall academic plan. A complete listing of the courses approved for the *Life: Then and Now* program is given in the section of the catalogue entitled Interdisciplinary Study.

THE SEARCH FOR VALUES IN THE LIGHT OF WESTERN HISTORY AND RELIGION

Throughout its more than fifty year history, this course has embodied the College's guiding concern for helping students to become men and women of purpose, who are able to think critically and intelligently about their own moral views, and to approach the challenges of social and moral life sensitively and deliberately. Students are encouraged to engage texts directly and to confront the questions and issues they encounter through discussions with their peers, exploratory writing assignments and ongoing personal reflection. Special emphasis is given to the development and cultivation of critical thinking and writing skills under the tutelage of a faculty drawn from diverse academic disciplines across the Humanities, Fine Arts and Social Sciences. Students in this course can expect to be continually challenged and invigorated by first-hand, intimate encounters with the voices of culture and the pinnacles of thought, to develop a respect and understanding for the great moral, political, historical, and religious principles, developments, and quandaries, and to be better prepared to understand and respond to the diversity of human values in a complex world.

In the first year, the syllabus is centered on the biblical and classical traditions. The backbone of the course is an ongoing and intensive study of the Hebrew Bible and the New Testament that explores in detail the faith, values and ideals of the ancient Israelites as well as Christians in the early centuries of the Common Era. Interwoven with these studies is an examination of the epic tradition of the Ancient Near East and the rich and varied wellsprings of ancient Greek and Roman civilizations including epics, histories, philosophy, poetry, and drama.

In the second year of the course, students can choose from among a number of disciplinary tracks, including literature, religious studies, politics, philosophy, history, and fine arts. The second-year syllabus covers the Middle Ages, the Renaissance, the Protestant and Catholic Reformations, the Scientific Revolution, the Enlightenment, and the Modern Era. The course concludes with study of a number of revolutionary thinkers and movements of the nineteenth and twentieth centuries that challenge the basic principles of Western thought, culture and religion.

Throughout the course, students read original source texts (in English translation) that encourage them to grapple first-hand with ideas as presented by the author, rather than relying on interpretation by secondary sources. Continuous effort is made to bring to light the influence and impact of ancient values on the contemporary world, as well as the cross-fertilization of ideas between Western culture and world civilization as a whole.

DUAL DEGREE PROGRAMS

There are some students who desire the benefit of an undergraduate education in the liberal arts and sciences prior to pursuing a more technical or specialized degree and career. Such students are able to take advantage of several dual degree programs arranged between Rhodes and other universities. Two programs take advantage of the College's relationship with Vanderbilt University.

For those students who are interested in pursuing studies in engineering, Rhodes offers two Dual Degree Programs, one in cooperation with Washington University in St. Louis and the other with the University of Memphis. Students outside the science disciplines are also encouraged to combine those studies with engineering.

MASTER OF EDUCATION

Rhodes College and Vanderbilt University encourage and facilitate the admission of Rhodes College undergraduate students interested in earning a graduate degree and professional educational licensure (elementary or secondary) into the Master of Education (M.Ed.) Program at Peabody College of Vanderbilt University.

Rhodes students interested in the program may choose to enroll in two Rhodes courses that have been selected and approved for graduate credit at Peabody College. The students receive Rhodes credit for the courses taken at Rhodes and Vanderbilt graduate credit for each of the courses upon their enrollment at Vanderbilt. The courses are Education 201 - Foundations of Education and Psychology 222 - Educational Psychology.

An interested student should apply during the Spring Semester of the junior year and if admitted by Peabody College enrolls in the classes during the senior year. If the student has already received undergraduate credit for the courses, the student will be allowed to enroll in the graduate section and complete the requirements for the graduate work. Upon enrollment at Peabody College, six graduate credits are awarded. Additional information about this program may be obtained from the Rhodes College Program Director for Education.

MASTER OF SCIENCE IN NURSING

Rhodes College and the Vanderbilt University School of Nursing have an alliance to support students who wish to consider nursing as a career. Known as the Rhodes-Vanderbilt Liberal Arts-Nursing 4-2 Program, this program offers students the opportunity to earn a bachelor's degree at Rhodes and a master's degree in Nursing at Vanderbilt using a prescribed curriculum that takes advantage of the relationship between the two institutions.

A prospective nursing student completes all the requirements for a bachelor's degree at Rhodes College and at the same time fulfills prerequisites for admission into the graduate program of Vanderbilt University School of Nursing. In some cases, exact prerequisites for admission are met with courses in the Rhodes curriculum reckoned as equivalent. All degree requirements for a bachelor's degree are completed at Rhodes College in a fashion consistent with the policies and procedures of the undergraduate program.

In the senior year at Rhodes a student applies for admission to the Vanderbilt School of Nursing for study in one of the nursing specialty areas that it offers. Upon successful completion of the two calendar-years graduate program in nursing the student receives a Master of Science in Nursing from Vanderbilt University.

Students interested in this opportunity should contact Dr. Alan Jaslow of the Department of Biology at Rhodes College. A student needs to plan for the development of the major while at the same time taking those courses needed for

admission into the School of Nursing. Planning to complete the bachelor's degree and to fulfill the prerequisites for admission needs to begin at the earliest possible date. Officers from the Vanderbilt University School of Nursing visit the Rhodes campus on a periodic basis to explain the program and to advise prospective students.

This program provides the experience of focusing a student's time in the liberal arts environment of a small college campus and then in the health sciences center of a major university. This unique combination of study within two differently oriented institutions provides a prospective nursing student with a comprehensive study of the liberal arts and sciences enhanced with training in nursing education.

BACHELOR OF SCIENCE IN ENGINEERING

A student may complete the Rhodes requirements for this Dual Degree Program in three years at an accelerated pace, and then apply to Washington University for admission to the engineering program there. After two years of intensive engineering study, the student receives two degrees, a Bachelor of Science from Rhodes and a Bachelor of Science from Washington University.

The student who pursues a Rhodes degree in the Humanities, Social Sciences, or Fine Arts will generally complete the Rhodes degree in four years applying elective hours to the Dual Degree core requirements. Approximately twenty percent of the students admitted to the Dual Degree Program at Washington have completed their Bachelor's degrees.

To satisfy the graduation requirements at Rhodes and the entrance requirements to Washington University, all students in the Dual Degree Program must do the following:

1. Satisfy all of the Rhodes degree requirements as described earlier in this section of the catalogue. Students should note that Washington University has additional requirements for the Humanities and Social Sciences. In particular, at least eight hours must be taken in one department (in either Humanities or Social Sciences, but not necessarily both) and must include one upper level (300-400 level) course.
2. Take the following core courses: Mathematics 121, 122, 223, 251; Chemistry 111, 112, 111L, 112L; Physics 111-112; Computer Science 141
3. Complete the following additional requirements depending on the specific course of study to be pursued at Washington University:
 - a. Chemistry/Chemical Engineering: Chemistry 122, 122L instead of 112, 112L in the core requirements; Chemistry 211, 212, 211L, 212L, 311, 312, 311L, 312L, 385, 386
 - b. Physics/Civil Engineering: Geology 111; Physics 211, 250, 305, 306
 - c. Physics/Electrical Engineering: Physics 211, 250, 301, 302, 304, 325
 - d. Physics/Mechanical Engineering: Physics 211, 250, 304, 305, 306
 - e. Computer Science/Computer Engineering: Computer Science 295, 298, plus one of CS 392, 397 or 398; Mathematics 201, and either Mathematics 311 or 390
 - f. Mathematics/System Science and Mathematics: Mathematics 201, 261, 311, 390, 465

MASTER OF SCIENCE IN BIOMEDICAL ENGINEERING

This program serves students who are interested in completing a master's degree in biomedical engineering (BME). Students who participate in this program will be able to complete both degrees in five years. Students with advanced placement credits may require less time. Students will receive a paying job in a laboratory

once accepted into the program. All students, once they reach senior status (within two semesters of graduation with their bachelor's degree) will become eligible for graduate assistantships. The typical graduate assistantship includes a full tuition-and-fees scholarship and a monthly salary. Students remain in graduate assistantship status throughout their senior year and their graduate year.

Students can apply for this program once they have reached sophomore standing and have completed one semester of course work. Applications consist of an application form, one letter of reference and a copy of the student's transcript. Each applicant will be required to complete an interview with a pre-graduate advisor. In order to remain in the program past the junior year, students must maintain a GPA of at least 3.25.

The following requirements must be met to earn the two degrees:

- Complete all general degree or Foundation requirements for the Rhodes degree
- Complete the following core courses: Mathematics 121, 122, 223, 251; Computer Science 141, 142; Chemistry 111, 122, 111L, 122L; Physics 111-112
- Complete the following additional requirements in addition to the specific major chosen at Rhodes: a. For the Chemistry major: Physics 304*, 305*. b. For the Physics major: two approved courses at the 300-level or higher*
- Complete the following additional undergraduate requirements at the University of Memphis:
 Mechanics 3322, Mechanics of Materials
 Mechanics 3331, Mechanics of Fluids
 *If Physics 304 has not been taken, then add EECE 2201, Circuit Analysis I.
 *If Physics 305 has not been taken, then add Mechanics 2332, Dynamics.
 These courses will be transferred to Rhodes. Additional undergraduate credit hours in mathematics, science, or engineering may be transferred to meet requirement 5 below.
- Complete a minimum of 112 credit hours (from the first three years at Rhodes plus undergraduate courses transferred from UM). Successful completion of requirements 1-5 is necessary to fulfill the requirements for the B.S. degree.
- Complete the following graduate courses at the University of Memphis and/or The University of Tennessee:
 BIOM 7209 (Measurements and Instrumentation)
 BIOM 7101 (BME Analysis I) BIOM 7004 (Life Science I)
 BIOM 7005 (Life Science II)
 BIOM 7996, minimum 6 credits (MS Thesis)

Also, one additional graduate mathematics elective course and three additional graduate engineering elective courses. The mathematics and engineering elective courses are selected in consultation with the graduate advisor. Enrollment in the BME seminar/professional development course(s) is also required. Students are expected to complete an oral thesis defense.

The course descriptions and details for each course may be found at the University of Memphis, the University of Tennessee, and the Rhodes web sites. The coordinator for this program at Rhodes is Professor Brent Hoffmeister.

ACADEMIC REGULATIONS

The Board of Trustees vests responsibility for curriculum, instruction, and the regulation of academic affairs with the President and the Faculty. They in turn allocate this responsibility and implement it through various committees and individuals.

Two committees are chiefly responsible for regulating the academic program. The Educational Program Committee, which includes students in its membership, is responsible for the overall academic program, including requirements for the degree and departmental offerings. The Standards and Standing Committee has broad responsibility, subject to faculty review, to frame and implement procedures to insure that the instructional standards and aims of the College are met.

The regulations that follow are not comprehensive but are included here for the sake of easy reference by faculty and students. Any variation from academic regulations requires the formal approval of the Faculty. Students submit requests for variations from academic regulations to the appropriate faculty committees that make recommendations to the faculty. Requests for reconsideration of faculty decisions in light of new evidence will be considered by the committees making the initial recommendations. Students are encouraged to inquire in the Registrar's Office in the event that variations seem necessary.

REGISTRATION AND COURSE LOAD

All students are required to register for classes during the Enrollment Clearance/Registration process held on the day prior to the first day of classes each semester. Students who register for a semester on or after the first day of classes must pay the late registration fee. No late registrations will be accepted after the end of the Drop/Add period in any semester or summer term.

Qualification as a full-time, degree student requires registration for a minimum of twelve (12) credits in a semester. A normal course load for a full-time student is 13 to 16 credits. Registration for fewer than 13 or more than 18 credits by a full-time student must be approved in advance by the Standards and Standing Committee. Students must be aware that in order to complete the 112 to 128 credits for a degree 14 or more credits in each of the eight semesters is needed. Less than 14 credits in any one semester must be matched by more than 14 credits in another semester or by summer session credits.

Degree-seeking students who register for eleven (11) credits or less in any one semester are classified as part-time students. It should be noted that students living in the residence hall must pay the full comprehensive tuition, regardless of the number of credits taken in the semester. Part-time students are not eligible to live in the residence halls; however, pending the availability of rooms and approval by the Dean of Students, part-time students may be allowed residence in College dormitories. Part-time status also affects eligibility for financial aid and intercollegiate athletics. Normally, no student may carry more than eighteen (18) credits in a single semester or more than twelve (12) credits in a summer term. A year's residence with satisfactory grades is the usual prerequisite for taking more than the maximum number of courses. Computation of the total credits permitted per semester includes directed inquiries and concurrent enrollment at other institutions.

Degree students may obtain permission to audit no more than one course per semester, without payment of fee, by agreement with the professor concerned. Audited courses are not included in the number of credits carried, nor are they recorded on the permanent record. Special, non-degree students (those students not seeking a degree) may enroll in more than nine (9) credits only with the permission of the Dean of the College.

COURSE PREREQUISITES AND CO-REQUISITES

Course prerequisites and co-requisites are requirements for entry into a course that state the background, experience, or related coursework that is needed for success in that course and to establish a relative order in which certain courses need to be taken. These requirements are set by the department based on experience and judgment.

A prerequisite is a requirement that must be met in advance of taking the course. If the prerequisite is stated as a course by number, then that course must have been completed satisfactorily at Rhodes or accepted by Rhodes as transfer credit from another institution before the student can enroll in the desired course.

A co-requisite is a requirement that must be met at the same time as the course is being taken. If the co-requisite is stated as a course by number, then that course must be taken at Rhodes at the same time, or it may be taken at another institution provided the co-requisite is approved for transfer credit by Rhodes.

In some cases a prerequisite may not be stated in terms of a numbered course. For example, a prerequisite may be “a designated course or permission of instructor” or “Permission of the department.” In some cases, a prerequisite may require a specific class standing, e.g. “Junior or Senior class standing” or “First-year students only.” These conditions express flexible arrangements that a department may use to manage course prerequisites. “Permission of the instructor” is the most flexible and requires that the student receive the approval of the instructor before enrolling in that course. A student who does not meet a specific course-numbered prerequisite for a desired course must get permission of the department prior to enrolling in that course. Students not meeting a specific class standing requirement may have the course dropped from their schedules.

CLASS STANDING

A minimum of 27 credits are required for admission to the Sophomore class, 55 credits for admission to the Junior class, and 84 credits for admission to the Senior class. It should be noted that a minimum of 28 credits or more must be earned per year in order to accumulate the 112 credits (or more depending on entry year) needed for graduation in four years.

CLASS ATTENDANCE

Rhodes, as a residential college of the liberal arts and sciences, considers interactive engagement with other students and the professor, in a structured setting, to be one of the essential and central components of the academic program. Students enrolled at the institution make a commitment to participate fully in their education, which includes attending class. Absenteeism is not to be taken lightly.

Any student who fails to attend the first day of a class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be removed from the course upon request of the instructor to the Registrar. The student is responsible for dropping the class officially upon notification that such action has been taken.

Specific attendance policies are set by individual instructors, who state them in the course syllabi and during the first class sessions. Students are responsible for knowing the attendance policy in each of their courses, for obtaining and mastering material covered during an absence, and for determining, in consultation with the instructor, whether and under what conditions make-up work will be permitted. Student’s should understand if undertaking college-sanctioned activities (e.g., varsity athletics, internships, and off-campus competitions connected with

courses) that their participation in such activities may come at the cost of absences from other courses or even forfeiting credit on certain assignments when making them up is not feasible. It is the student's responsibility to address the issues related to missing a class whatever the reason for the absence.

If, in accordance with the course policies, the instructor determines that excessive absences are jeopardizing a student's ability to obtain a passing grade in the course, the instructor may make written request to the Dean of the College that the student be removed from the course with a grade of F. If a student is removed from two or more courses in the same semester for this reason, the student may be asked to withdraw from the College.

CLASS PREPARATION

A student is expected to spend a minimum of forty-six hours of academic study for every enrolled credit. This principle applies to tutorial and directed inquiry study as well as to regular course work during the academic year. Time spent on a per assignment basis will vary depending on the nature of the class assignments; however, on an average, a minimum of seven hours per week outside of class is expected for active preparation for a three credit course.

SCHEDULE CHANGES

During the first week of classes in each semester, courses may be added and/or dropped from a student's schedule if approved by the instructor of each course being dropped and/or added. Students may drop classes until the end of the third week of the semester. The drop/add period for those courses that begin or end at mid-semester or at other irregular dates is one week from the beginning of the course. No extended drop period exists for these irregularly scheduled courses. Approval of a course underload must be obtained if the resulting course load is less than 13 credits. No credit will be awarded retroactively for courses for which a student failed to register properly, including physical education.

Any student who fails to attend the first day of class without providing prior notice of his or her absence to the instructor of the course or the chairperson of the department may be removed from the course upon request of the instructor to the Registrar.

WITHDRAWAL FROM CLASS

Students withdrawing from a course between the beginning of the fourth week and the end of the ninth week of a semester will receive either a grade of WP (withdrew passing) or WF (withdrew failing). Neither grade is computed in the student's grade point average.

Withdrawal from a course is not official until the appropriate form with all required approvals is submitted by the student to the Registrar's Office. A request to withdraw from a class which does not receive the approval of the instructor and the faculty advisor may be appealed to the Standards and Standing Committee through the Registrar's Office.

The request to withdraw from a class after the ninth week requires the approval of the Standards and Standing Committee in addition to the approvals of the instructor and the student's faculty advisor. Students are expected to continue to attend classes until there is official notice that the request for withdrawal from class has been approved. No request for withdrawal from a class will be considered after the last day of classes.

Unauthorized withdrawal from any class constitutes a failure in the course. A student who withdraws from all courses in a semester is considered to be withdrawn from the college and must follow the appropriate procedure described below.

INTERRUPTION OF PARTICIPATION IN THE COLLEGE

It is not uncommon for some students faced with family circumstances, health or other problems, or academic difficulty to consider interrupting participation in the College for a semester or longer. Students who find themselves in such situations are encouraged to confer with their academic advisors, the College Counseling Office, the Dean of Students, the Associate Dean for Student Academic Support, or the Registrar to discuss the variety of options available and the implications, advantages, and disadvantages of these options (personal, academic, and financial.)

LEAVE OF ABSENCE

Application for and the granting of a Leave of Absence indicate a continuing relationship between the student and the College. Students may decide to apply for a Leave of Absence for a wide variety of reasons and the terms of the Leave of Absence granted are designed to reflect the individual's needs and circumstances. These terms range from the resumption of studies at the time specified without further approval by College authorities to the requirement that the student satisfy the College that conditions are now such that the individual is likely to succeed and prosper on return.

Students must make the request for a Leave of Absence in writing to the Faculty Standards and Standing Committee. Students should obtain the necessary information and forms from the Dean of Students Office, the Registrar's Office, or the office of the Associate Dean for Student Academic Support. Students who are granted a Leave of Absence must also contact the Dean of Students in order to initiate the normal process of leaving campus.

A Leave of Absence is not normally granted for periods in excess of one year. A Leave of Absence is not given for the purpose of studying at another institution nor can it be given to students who are not in good academic standing. If circumstances warrant, a student may be approved to enroll in up to two courses at another institution while on leave. Students on Leave must return to the College at the specified time or be deemed to have withdrawn from the College necessitating application for readmission.

WITHDRAWAL FROM THE COLLEGE

In some instances a student may decide not to apply for a Leave of Absence but to withdraw from the College. Students who decide to withdraw from the College, either during or at the end of a semester, must contact the Dean of Students in order to initiate the withdrawal process. A letter of withdrawal must be filed with the Dean of Students and the entire withdrawal process completed before the student can be officially withdrawn from the College.

Students who decide to return to the College after having withdrawn must apply for readmission. If a student withdraws from the College during or at the end of a semester, it is expected that readmission, if approved, will not take place until one full academic semester has lapsed. Applications for readmission are available from the Registrar. (See also "Voluntary Withdrawal and Removal From Campus" in the Campus Regulations and "Readmission of Students" in the Admissions section of this catalogue.)

EXAMINATIONS

The Honor Code represents what the students, the faculty, and the administration believe to be the best environment for the pursuit of the College's educational aims. All tests and examinations are conducted under the Honor Code, and students are asked to indicate on their tests and final examinations that they have abided by

the principles contained in the Honor Code.

Normally every course for which credit is given has a final examination as a component. Final examinations are intended to assess students' mastery of the subject matter of the course and are normally comprehensive in scope. In some courses the purposes of a final examination are best served by special testing: take-home examinations, departmentally administered oral examinations, special projects and assignments, for example. Whatever the testing method, the important factor is that students are asked to synthesize major concepts, approaches, and facts from the course, and to demonstrate that they can do this on their own.

Final examinations are given during the examination week according to the published schedule. A student with three examinations in a row (not to include reading days) may petition the Dean of the College to re-schedule no more than two examinations for later times in the examination period. Other changes because of extenuating circumstances (e.g. illness) must also be approved by the professor and the Dean. A professor may offer optional exam times for an entire class within the examination period, except for a Reading Day. Each member of the class must choose one of the optional times at least one week before the first day of examinations. The feasibility of implementing this option is left to the professor's discretion.

A student who has a failing average on course work may be counseled before the final examination about the status of that work and about the role the final examination will play in determining the final grade, but the student is not excluded from taking the final examination. A student who has a passing average on course work but fails the final examination, and as a result has a failing average for the course, may be permitted to take a re-examination at the discretion of the instructor. The conditional grade of E (reexamination) is given in this case. The reexamination must be taken no later than the end of the second week of classes of the following semester.

A student who has a passing average on course work and who fails the final examination, but who earns a passing final grade, may be given the appropriate letter grade for the course.

Unexcused absence from a final examination automatically results in failure in the course. A student who is prevented by illness or other reason from taking the final examination at the scheduled time must present a written excuse or doctor's certificate and will be given a conditional grade of X (incomplete). In some courses, due to the lesser weight given to the final examination in determining the final grade for the course, a professor may not wish to give the grade of F for an unexcused absence or the grade of X in the event of an excused absence. The professor's policy on this matter is made clear at the beginning of the course so that there is no misunderstanding and so that it is clear that this situation is an exception to the general college policy. Consult the section on Conditional Grades for policies governing E and X grades.

CONDITIONAL GRADES: REEXAMINATIONS AND INCOMPLETES

A student with a grade of E (see Examinations) must notify the Registrar at least one week in advance of the scheduled time that the reexamination will be attempted. If the student passes the reexamination, a grade of D-, D, or D+ will be earned, unless the course was taken Pass/Fail, in which case the grade of P will be recorded. Seniors in the final semester of attendance may be eligible for reexamination without delay, at the discretion of the professor, if they fail a final examination and are given an E grade.

The grade of X (incomplete) will be given to the student who is unable to complete course work, including the final examination, because of illness or other emergency. The appropriate form for the submission of the X grade must

be submitted to the Registrar by the student and the professor by the deadline for the submission of final grades. Upon completion of the unfinished work and assignment of a grade by the professor, the student will receive a final grade.

All unfinished work must be completed and all final grades must be submitted by the professor to the Registrar's office no later than the end of the fourth week of classes of the following semester. A student on an approved Leave of Absence or off-campus study program will have until the fourth week of the student's next semester in attendance to have the grade submitted to the Registrar. If illness or other extraordinary circumstances prevent this deadline from being met, then a petition requesting an extension must be submitted to and approved by the Standards and Standing Committee. Conditional grades not removed by the deadline will automatically become grades of F.

GRADES AND GRADE POINTS

In official recording of academic work, the following symbols are employed: A, excellent; B, good; C, satisfactory; D, passing; P, pass; E, re-examination; X, incomplete; IP, course in progress; F, failure; WP, withdrew passing; WF, withdrew failing; NG, grade not submitted by professor. E and X grades are conditional and may be removed. A, B, C, D are employed with plus and minus notations.

Grade points are used to determine a student's grade point average. The number of grade points awarded per credit hour for each grade is as follows:

Grade	Grade Pts	Grade	Grade Pts
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

The total number of grade points earned for all courses are divided by the number of credits attempted in order to calculate the grade point average. Credits with a grade of Pass are not included in the determination of the grade point average although those credits with a grade of Fail are included. The grades of WP and WF are not computed in the grade point average. Conditional grades earn no quality points and no credits until they are removed. Credit and grade points earned by students who return for additional course work after receiving a degree are not computed with the final degree grade point average. Instead, a new grade point average is computed for all work attempted after receiving a degree.

The major grade point average is computed using the same formula as above. In computing the grade point average in the major department, all courses taken in the major department, not just those courses required for the major, and any required cognate courses in other departments are used.

REPEATING A COURSE BECAUSE OF GRADE

Any student who has received a grade of D-, D, or D+ in a course may repeat the course for a higher grade. No additional credit may be earned when repeating a course for a higher grade. Any student who has failed a course may repeat the course for credit. The credits attempted and the grade points earned for each attempt of the course are included in the calculation of the student's cumulative grade point average. However, only one failure of a course will be calculated in the grade point average.

PASS-FAIL

A student may enroll in a class on a pass-fail basis with the permission of the

instructor. No more than one course per semester with a maximum of six courses total is permitted under this program. Courses that are graded pass-fail only do not count against that limitation. The student wishing to take a course on a pass-fail basis must determine from the instructor the letter grade equivalent and the requirements for a grade of Pass. The pass-fail form with the instructor's signature must be returned to the Registrar's office during the first three weeks of class in a semester. The Pass/Fail option may not be used in courses taken to satisfy foundation or general degree requirements or courses taken to satisfy major or minor requirements including cognate courses.

Courses with grades of Pass count neither for nor against a student in the computation of grade point averages, but a failing grade is computed in the grade point average.

GRADE REPORTS

Reports of student's grades are available online on the Rhodes website at mid-semester and at the end of each semester. Students are responsible for keeping other family members correctly and currently informed of their academic standing and progress.

HONOR ROLL AND DEAN'S LIST

An Honor Roll and a Dean's List are compiled at the end of each semester. To be considered for Honor Roll or Dean's List, a student must be enrolled in at least 13 credits of academic work. To qualify for the Honor Roll, a student must achieve a semester grade point average of 3.85 or better. To qualify for the Dean's List, a student must achieve a semester grade point average of 3.70 or better. Those students who choose to take a course under the Pass/Fail option must have a minimum of 12 (twelve) additional graded credits of work to be considered for either of these honors. Students who are enrolled in the Honors Program and receive a grade of IP for that work will have their qualifying grade point average determined on all other graded work.

ACADEMIC GOOD STANDING

Students are considered to be in Academic Good Standing unless they are on Academic Probation or Suspension. The Registrar's Office will send statements to that effect to other institutions in order for current Rhodes students to attend summer sessions or other programs.

ACADEMIC PROBATION AND SUSPENSION

To graduate, a student must have an overall grade point average of 2.000 (C) for all work attempted and for all work attempted in the major department. A student is subject to academic probation if the major grade point average falls below 2.000. A student is subject to academic probation or suspension if the cumulative grade point at the end of any semester falls below a minimum standard, which is dictated by the number of cumulative credits the student has earned. The cumulative standards are as follows:

Number of Credit Hours Earned	Minimum GPA to Avoid Suspension	Minimum GPA to Avoid Probation
0-26	1.500	1.600
27-54	1.700	1.800
55-83	1.900	2.000
84 or more	2.000	2.000

In addition, a student is subject to probation in any semester in which the

student earns fewer than ten (10) credits and earns a grade point average of less than 1.500.

A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of the minimum standard grade point average based on the number of credits earned.

After being placed on academic probation, a student may be continued on academic probation for no more than two consecutive semesters. At the end of the third consecutive semester on academic probation, the student must be removed from probation or placed on academic suspension.

Academic suspension may be imposed at the end of the fall semester as well as at the end of the academic year. Fees will not be refunded or remitted, in whole or in part, in the event of a suspension imposed by the College.

The period of suspension is one semester. Following suspension, a student may apply for readmission. Any student placed on academic suspension by the College for a second time may not be readmitted. No credit may be transferred for work done at another institution during the period of academic suspension.

A student has the right to request reconsideration of academic suspension. The Faculty Standards and Standing Committee considers the request. The Committee may allow the student to continue on academic probation into the next academic semester under specified conditions for academic achievement if it finds that the failure to achieve academically was due principally to extenuating circumstances and that the student has taken appropriate measures to ensure future academic success.

Semester grade point averages are affected by the conditional grades of X and E. The above provisions will apply when either of these grades is on the record in question. The action to suspend may be delayed until it is determined what the grade point average will be when the conditional grades are removed.

TRANSCRIPTS

Complete college records for each student are kept in the Registrar's Office. Requests for transcripts must be in writing. Requests received via the Registrar's fax machine will be accepted although transcripts will not be transmitted via the fax. No transcript will be issued to students, current or past, whose financial accounts are delinquent.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Rhodes complies with the Family Educational Rights and Privacy Act of 1974, as amended, commonly referred to as FERPA or the Buckley Amendment. This Act was enacted to protect the privacy of educational records. Under FERPA, students have the following rights regarding education records:

1. the right to inspect and review the student's education records;
2. the right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations authorize disclosure without consent;
4. the right to file with the U.S. Department of Education a complaint concerning alleged failures by the institution to comply with the requirements of the Act and the regulations;
5. the right to obtain a copy of the institution's student records policy.

The institution at its discretion may disclose student record information without consent of disclosure to the parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954 and as verified by the institution. Full rights under the act shall be given to either parent, unless the College has been provided with evidence that there is a court order, state statute, or other legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights. The College also has the discretion to disclose to any parent or legal guardian of a student under the age of 21 information about a violation of any federal, state, or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance if the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

The procedures to be used by Rhodes for compliance with the provisions of FERPA are contained in The College Handbook. Copies of the policy can be found in the Registrar's Office. Questions concerning the Family Educational Rights and Privacy Act may be referred to this office.

OPPORTUNITIES FOR INDIVIDUALIZED STUDY

THE HONORS PROGRAM

The Honors program is a culminating experience in the major field, for seniors only. It is the principal means whereby a student may do more independent, intensive, and individual work than can be done in the regular degree programs. The Honors work offers an excellent introduction to graduate study as it employs the full resources of library and laboratory and encourages independent research and study.

All Honors programs include a project of a scholarly and creative nature. This project can be research culminating in a written report or thesis, or it can be a creative project as represented by an original production. An oral presentation of the final project is also expected. A copy of the final report or production is placed in a permanent file or on display in the library.

Students considering Honors normally take a one-credit tutorial in the second semester of the junior year. Emphasis in the tutorial will be selection of a topic, preliminary research and definition of the project, and preparation of the Honors application.

Although each department sets its own departmental requirements for Honors, there are general College requirements for the program. To be eligible for the Honors program a student must have a minimum cumulative grade point average and a major grade point average of 3.5000 at the time of application for honors. The student must graduate with a cumulative grade point average and a major grade point average of 3.5000 in order to receive the honors designation at commencement.

At least three credits per semester in the senior year must be earned in Honors Tutorial courses. Up to six additional credits of tutorial or related course work may be counted, resulting in a maximum of twelve credits of Honors in the senior year.

Special attention is necessary to ensure the completion of the Honors project in time for it to be evaluated and approved. For this reason, a special timetable for submission, reviews, and approvals of Honors projects is set by each department. Failure to meet announced deadlines may result in the failure to gain Honors recognition.

Full descriptions of the requirements for Honors are listed in each departmental section of this catalogue.

DIRECTED INQUIRY

The term directed inquiry indicates a type of independent study designed to give more individuality than is provided by regular coursework. A directed inquiry is a project agreed upon by a student and professor; it may be a laboratory experiment, special readings on a given topic, some type of art work, a group of essays, etc. The details of the project are agreed upon by the student and the professor. Directed inquiries may not be used to satisfy general degree requirements.

Credits for a directed inquiry range from one to four. Forty-six hours of work, including outside reading, experiments and conferences, are required for one credit. No more than twelve credits may be earned in any one department. The maximum number of credits for all directed inquiries allowed is twenty-four. Normally a first-year student may not undertake a directed inquiry until after the completion of one semester of regular studies. Special students are generally not eligible for directed inquiries.

Proposals for directed inquiries must be submitted for approval to the chair of the department. Appropriate forms are available in the Registrar's Office. These forms call for details such as the beginning and ending dates of the project and set forth specific rules governing such things as extensions or other possible considerations. The student should become familiar with this form well in advance of the date intended to submit a proposal so that everything will be in order and approved by the department when submitted. Applications for directed inquiries

are to be submitted in time for the Committee to act before the date set for the project to begin. Normally a student will not be permitted to take more than one directed inquiry at a time.

In the event that more than two students are interested in a directed inquiry on the same topic, a special topics course may be taught. Such courses must conform to the standard forty-six hours of study per credit.

THE TUTORIAL PLAN

The tutorial plan of instruction, like the Honors Program and the Directed Inquiry, has as its chief purposes the individualizing of instruction and the provision of a means whereby students may go beyond the scope of a class course, both in the amount of work done and the kinds of interests pursued. The method is often that of extensive reading under guidance, and conferences with the tutor on the material read, either individually or in a small group.

The content of a tutorial is usually that of a regular catalogue course that is not scheduled to be taught during a particular term. A student may request that the course be taught in the tutorial fashion if a member of the faculty is available and agrees to direct the course. Approval by the faculty member, the chairperson of the department involved, and the Registrar is necessary for the tutorial to be scheduled. At a minimum, forty-six hours of study are required for each credit or a total of 164 hours of study for a four credit course.

INTERDISCIPLINARY PROGRAMS

Interdisciplinary programs exist to provide an appropriate structure within which to offer study opportunities that do not fit within the bounds of existing departments, to bring together faculty and students from several disciplines to study areas of interest that cross traditional departmental lines and require an interdisciplinary approach, and to inform the campus community at large of the nature and importance of these areas.

Descriptions of Interdisciplinary Programs currently approved may be found under the listing for "Interdisciplinary Study" in the Courses of Instruction section of this catalogue.

INTERNSHIPS

Rhodes recognizes the need and the value of integrating traditional academic work and practical application. Internships are important ways in which students may have this experience.

Internship credit is given for involvement in programs in which off-campus work and significant academic work are combined. Internships are defined within the course structures of several academic departments. Requirements for acceptance as an intern are set by each department. At a minimum the student is expected to be able to integrate academic work with on-the-job activities. Special internship opportunities can be proposed subject to approval by the department concerned. Interested students should contact the chairperson of the department and the Career Services Office.

Students pursuing an internship experience arranged through a department and/or the Career Services Office must register for the appropriate course in order to earn academic credit. This credit is considered part of the course load during a regular semester and during summer session. Students with summer internships must register for the credit and pay the summer session tuition in order to receive the credit. Students may not earn both academic credit and a salary or wages of any kind for the same internship.

No more than six (6) credits in internships may be earned in one department

per semester. A student may apply toward a degree a maximum of six (6) credits of internship. Three of the credits earned in any of the crosstown R.O.T.C. programs are counted as internship hours.

THE NANCY HUGHES MORGAN PROGRAM IN HOSPITAL CHAPLAINCY

This program is designed for pre-medical students and persons going into other health-care related disciplines, the ministry, and counseling fields. It offers a carefully supervised internship in local hospitals where students serve as chaplains' assistants, develop counseling skills, and sharpen their abilities to listen and respond to patient needs.

THE MEMPHIS CONSORTIUM OF COLLEGES

Through an arrangement between Rhodes and the Memphis College of Art, Rhodes students may take courses at the College of Art during the fall and spring semesters. A student must receive approval for the course from the Chair of the Department of Art at Rhodes before registering for the course. The student then registers for the desired class at the College of Art and includes the class on the semester's course schedule at Rhodes. The course credit counts toward the semester's credits at Rhodes; and as long as the College of Art course does not result in a course overload for the semester, there is no additional tuition charge. The final grade for the course is computed in the student's grade point average as if it were a Rhodes grade. Normally, only one course may be taken per semester through the Consortium arrangement.

Although the Consortium arrangement is not available during the summer, coursework taken at the Memphis College of Art during the summer may be applied to the Rhodes degree as Rhodes credit.

RHODES-CHRISTIAN BROTHERS UNIVERSITY CROSSTOWN ENROLLMENT PROGRAM

The Crosstown Enrollment Program offers students enrolled at Rhodes College and at Christian Brothers University the opportunity to enroll in a select number of courses not offered at their home institutions. C.B.U. provides opportunities for Rhodes College students to enroll in primary and secondary education courses. Rhodes College provides opportunities for C.B.U. students to enroll in modern language courses and Greek and Roman Studies courses. Students may not enroll as Crosstown students when the home institution offers the needed courses and the courses can be included in the student's schedule.

In order to participate in the Crosstown Enrollment Program, a student must be enrolled fulltime at Christian Brothers University or at Rhodes College. All Crosstown Enrollment courses are offered on a space-available basis and are treated as if they were being taught at the home institution, not as transfer credit. Grades earned are reckoned in the home institution's calculation of grade point averages and will appear on the student's transcript as courses offered by the home institution. There will be no "plus/minus" grades awarded. No additional tuition is charged for the Crosstown courses.

OPPORTUNITIES FOR STUDY ABROAD AND DOMESTIC OFF-CAMPUS STUDY

Opportunities for off-campus study, both domestic and international, are coordinated by the Buckman Center for International Education. Rhodes encourages its students to study abroad through the programs it administers or through programs administered by other institutions. Off-campus study, whether domestic or international in scope, requires substantial prior planning. Students interested in pursuing such a course of study should formulate and clarify their plans well in advance.

What follows is a brief description of some of the options for study abroad and off-campus domestic study programs. Students planning to study on an off-campus program should obtain a copy of the international and off-campus study brochure and application form from the Director of International Programs in the Buckman Center for International Education. Students intending to study off-campus during the regular academic year should also prepare with their major departments a full plan for both their junior and senior years, making certain that they can meet all major and college degree requirements.

Rhodes College reserves the right to cancel, alter or amend any part of a Rhodes program or to increase fees should circumstances make these actions advisable or necessary.

APPLYING FOR OFF-CAMPUS STUDY

All students interested in off-campus study must meet with the Director of International Programs in the Buckman Center for International Education. The Director can assist the student in researching study abroad and other off-campus study programs and can facilitate completion of the program's application process. Students are responsible for meeting with their academic advisors to discuss program choices and course selection. Students must have a minimum grade point average of 2.50 unless otherwise specified and must be in good social and academic standing.

Each student who intends to pursue off-campus study must complete the Rhodes College Off-Campus Study Approval Form, available from the Director of International Programs. This form, when signed by all appropriate officials, grants approval for the program of study and, subject to general college policies regarding transfer credit, assigns appropriate credit for the academic work successfully completed.

Please see the published deadlines for all off-campus study applications in the above mentioned brochure. It is the student's responsibility to ensure that a final transcript of the completed work is sent to the Registrar's Office at Rhodes following completion of a non-Rhodes program.

RHODES STUDY ABROAD PROGRAMS

Rhodes College's commitment to international and cross-cultural study is most powerfully expressed in its programs abroad. The College offers various summer programs: four-week intensive foreign language programs in late May and early June, a two-week field course in Coral Reef Ecology in Honduras, a service oriented program in Honduras, and British Studies at Oxford, a six-week program in July and August. Occasionally there will be a special opportunity to study abroad with a professor during the summer. There is also a semester program called European Studies. Credit earned in all these programs is Rhodes credit. Rhodes does not provide financial aid for summer study; however, a limited amount of scholarship

assistance is available for students participating on Rhodes programs. Please see the Director of International Programs for more information.

Intensive Language Study. The intensive language programs have been conducted in Paris, France; Madrid, Spain; Cuenca, Ecuador; and St. Petersburg, Russia. Accompanied by a Rhodes faculty member, students travel to a location in another country for four weeks of total immersion in the language and culture of that country.

Coral Reef Ecology. Students enroll in the first of the two courses of this program during the Spring Semester on campus, taught by two Rhodes faculty members. The second half of the program is taught at the Marine Station on Roatan Island, Honduras. The intensive two-week field study gives students the opportunity to be exposed to the organisms of the reef and the modern sedimentation processes in this unique environment.

Service Learning in Honduras. Students study the process of rural transformation associated with the collaborative efforts of a Northern nongovernmental organization, Heifer Project International. Service is an integral part of the program. At least one college-level year of Spanish is strongly recommended.

British Studies at Oxford. British Studies at Oxford attracts many students, not only from Rhodes but from other colleges of equivalent standing. The program is held at St. John's College, Oxford, where participants live and study. Students are taught by British and American tutors in courses on the history, literature, art history, and philosophy of one of the great periods of British cultural development, and all gather to hear lectures from distinguished British authorities. The period studied varies each year: Early and Medieval Britain; Britain in the Renaissance; Britain in the Ages of Enlightenment, Revolution, and Romanticism; and The Age of Empire: Britain in the Nineteenth and Twentieth Centuries. Integral to the program are visits and excursions to some of the most notable sites being studied, and time is left for the student to explore Britain and continental Europe independently. A total of 9 credits is possible for completion of this program.

European Studies. European Studies is a seventeen-week program offered jointly by Rhodes and the University of the South (Sewanee) that takes place in late summer and early fall. It is a whole semester of study abroad, and offers the unique experience of studying in a variety of locations in Europe, and in a special and quite different learning environment. The program entails four weeks of study at The University of the South with Rhodes and Sewanee faculty, a two-week practicum conducted by British tutors at the Universities of York and Durham, six weeks with British instructors at Lincoln College, Oxford University, and five weeks of travel in Western Europe, accompanied by the Dean of the Program and British tutors in Art History. European Studies offers two academic options: the first is a survey of the thinking and achievement of Ancient Greece and Rome, and their importance to Western Civilization; the second is an integrated and comprehensive cultural portrait of Western Europe in the Middle Ages and the Renaissance. They both provide a highly enjoyable experience of other cultures and other academic methods that enriches study back on the Rhodes campus. Students in the European Studies program pay their tuition and fees to Rhodes and receive need-based financial aid as granted by Rhodes. Aid is limited to the amount that would be granted in support of a semester's study at Rhodes. The hours are applied directly to degree requirements and are factored into the Rhodes grade point average. A total of 18 credits is possible for the successful completion of this program.

RHODES EXCHANGE PROGRAMS

Rhodes College has formal bilateral exchange agreements with The University of Antwerp, Belgium, The University of Poitiers, France; Nebrissensis University,

Madrid, Spain; The University of Tübingen, Germany; the University of Aberdeen, Scotland; the University of Lima, Peru; and Rhodes University in Grahamstown, South Africa. Students participating in one of these exchanges pay tuition and, in some programs, room and board to Rhodes, receiving financial aid as if they were at Rhodes. The payments to Rhodes meet the expenses of the exchange students from abroad during their stay at Rhodes, while Rhodes students receive tuition, or tuition, room and board overseas. Credit earned at the institution abroad is treated as Rhodes credit. The number of students who can participate in these exchanges with other institutions is limited.

Rhodes is also a member of ISEP (The International Student Exchange Program), an organization of more than 200 colleges and universities located throughout the United States and in Africa, Asia, Australia, Canada, Europe and Latin America. Through ISEP, Rhodes students can participate on exchange by paying all of their fees, including room and board, to Rhodes utilizing any institutional and federal aid granted to them. Exchanges can occur in any discipline and can range in length from one academic term to one year. In most cases, ISEP participants are matriculated directly into the host institution and pursue courses with native students. Credit earned in these exchanges is treated as transfer credit, not as Rhodes credit.

RHODES AFFILIATED PROGRAMS

Argentina and Chile. Rhodes is affiliated with two programs in South America through its membership in the Council on International Educational Exchange (CIEE): in Buenos Aires, Argentina, at the Facultad Latinoamericana de Ciencias Sociales (FLACSO) and in Santiago, Chile, at the Pontificia Universidad Católica de Chile. Students can attend for a semester, an academic year, or a summer session. A wide array of courses in many disciplines is offered for the semester and academic year programs. The summer programs focus on contemporary cultural issues in Latin America. All courses are taught in Spanish. While these are not Rhodes programs, Rhodes does grant academic credit to students for work successfully completed on the program, accepting the grades earned.

Aix-en-Provence, France. The Aix-en-Provence Program is a semester or full-year program conducted in cooperation with Vanderbilt University. Students attend classes taught in French by French faculty-scholars at the Vanderbilt Center located in the heart of this historic city. To be eligible for the program, students will have completed a minimum of four semesters of college French or the equivalent (i.e.: French 202). Those students with more advanced language skills and demonstrated curricular motivations have the opportunity to take courses at other institutions of higher education in Aix. Student housing is in private homes and is assigned according to student preference, ranging from rooms with close contact with hosts to semi-independent studios. Meals are taken with French families four days a week.

A total of 15 credits are possible per semester for the successful completion of the program. Credits earned are applied directly to major, minor and degree requirements and grades are factored into the Rhodes grade point average.

Rhodes College financial aid is not available for affiliated programs; however, certain types of federal financial aid may be applied to these programs. Rhodes' Buckman Scholarships for Study Abroad are available for these semester or year-long programs.

OTHER PROGRAMS ABROAD

In addition to exchange programs and Rhodes programs, there are numerous programs offered by other colleges and universities and international agencies. Information on many of these programs can be found in the Buckman Center

for International Education. Credit earned in these other programs is treated as transfer credit. Normally a student cannot earn more credit while on a full-year study abroad program than could have been earned in a regular academic year at Rhodes. Rhodes College financial aid is not available for these other programs; however, certain types of federal financial aid may be applied to these programs. Rhodes' Buckman Scholarships for Study Abroad are available for any approved semester or year-long program.

DOMESTIC PROGRAMS

The Washington Semester. In association with American University in Washington, D.C., Rhodes students are given the opportunity to participate in several academic programs offered in the nation's capital. Programs are available in the following areas and receive credit through the relevant department at Rhodes:

- American Politics (Political Science)
- Economic Policy (Economics and Business Administration)
- Foreign Policy (International Studies)
- International Business and Trade
- International Environment & Development (International Studies)
- Journalism (English)
- Justice (Political Science)
- Law Enforcement
- Peace and Conflict Resolution (International Studies)
- Public Law (Political Science)
- Transforming Communities (Urban Studies/Political Science)

The program usually includes at least one seminar in the area of study, a major independent study component culminating in a paper, and an internship in an associated agency, department, or organization. Credit earned in the Washington Semester program is applied to the degree as Rhodes credit. Those courses taken at American University that are outside of the departmental program, however, are viewed as transfer courses and must be approved for transfer credit.

Applications for Washington Semester are available from the buckman Center for International Education. Students who wish to attend the Washington Semester must receive permission of the Director of International Programs. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University.

Science Semester at Oak Ridge National Laboratory. Through a cooperative arrangement between Oak Ridge National Laboratory, Oak Ridge, Tennessee, and Rhodes, qualified students in the natural and some social sciences may spend the spring terms of their junior or senior year in residence at the Oak Ridge laboratories engaged in seminars and in active scientific research.

Interested students should contact the Department of Physics during the academic year preceding the one in which they intend to participate.

THE PAUL BARRET, JR. LIBRARY

Lynne M. Blair. Director of the Library. A.B., M.A., M.S.L.S., University of Illinois, Urbana-Champaign.

William Short. Coordinator of Public Services. B.A., Rhodes College; M.L.S., George Peabody College.

Darlene Brooks. Information Services & Electronic Resources Librarian. B.A., M.L.I.S., University of Tennessee, Knoxville.

Janet Carr James. Acquisitions and Periodicals Librarian. B.A., Rhodes College; M.S.L.S., University of Tennessee, Knoxville.

Janice Tankersley. Catalog Librarian. B.A., M.S., University of Memphis; M.S.L.S., University of Tennessee, Knoxville

Elizabeth E. Gates. Archivist/Special Collections Librarian. B.A., M.L.S., University of Rhode Island.

Kenan C. Padgett. Interlibrary Loan Librarian. B.A., Elon College; M.L.S. University of North Carolina at Greensboro

Rachel Feinman. Assistant Catalog Librarian and Collection Development Librarian. B.S., M.L.S., Florida State University

Amanda Ford. Head of Circulation. B.A., Mississippi State University.

Andrew Sullivan. Circulation Supervisor. B.A. Rhodes College.

Rose Ann Hicks. Media Center Supervisor. B.A., M.Ed., Southeastern Oklahoma State University.

Phyllis Gregory. Periodicals Manager. B.S., University of Memphis.

The College library system is composed of the Paul Barret, Jr. Library and one departmental collection (Biology). In June, 2005, the collection included 278,392 volumes, 1,159 print periodical subscriptions, 42,983 electronic books, 524 direct online journals plus over 10,000 fulltext journals through licensed databases, 95,000 microfilm/microfiche items and 11,000 audio visual items including phonodiscs, compact disks, DVDs and videotapes. Information about the library's holdings is accessible at any computer terminal with access to the College's computer network. The collection is supplemented by computer access to information and online information services including the DIALOG Information Retrieval system, America: History & Life, Annual Stock Reports, Bibliography of the History of Art, Cambridge Scientific Abstracts, Historical Abstracts, EEB0, Infotrac, MathSciNet, ProQuest Research Edition, the MLA Bibliography, PsycInfo, LEXIS-NEXIS (Academic, Statistical, Congressional, and Environmental), World News Connection, LitFinder, ProQuest Religious Periodicals Database, Philosopher's Index, Newsbank, Sociological Abstracts, ERIC, WilsonSelectPlus and ArtSTOR. Access is also provided to the BioOne, Project Muse and JSTOR electronic journal collections and over 100 online newspapers. The library staff of twelve is concerned not only with the acquisition, organization, and circulation of the collection, but in providing reference and reader assistance to users, as well as instruction to classes and individuals in the effective utilization of library resources.

The Library's book collection has been carefully built over a period of years by both the teaching and the library faculty so as to include materials that constitute valuable resources for undergraduate instruction in a liberal arts institution. In addition to the reference and circulating collections there are three special collections: the Rhodes Archives, the Richard Halliburton Collection, and the Walter P. Armstrong, Jr. Rare Book Collection. The Rhodes Archives consists of publications about Rhodes of an historical nature as well as books written by faculty and alumni. The Walter P. Armstrong, Jr. Rare Book Collection includes the special items of value added to the library through the years and the collection of first editions of English and American authors, many of them autographed, donated

by Mr. Walter P. Armstrong, Jr. The Halliburton Collection consists of manuscripts and artifacts relating to the life of this noted travel adventure writer.

Barret Library, a state-of-the-art facility made possible by a major gift from the Paul Barret, Jr. Trust, opened in August, 2005. Paul Barret, Jr., a graduate of the class of 1946 who died in 1999, was the nephew of Mr. and Mrs. A.K. Burrow, who provided for the construction of the 1953 Burrow Library. Barret Library will serve the needs of the college well into the 21st century. The facility, equipped for both wireless and wired technology, features a 24-hour study space and group study rooms, along with vastly improved facilities for study and library collections. Also included in the Barret Library are areas for peer-tutoring and writing assistance, computer laboratories, a teaching/learning technology laboratory and a Media Center.

In order to effect optimum interinstitutional library service to the students, faculty, and staff of the Greater Memphis Consortium, the Barret Library joins the following libraries in making their collections available to each other's students and faculty: The Christian Brothers University Library, Hollis F. Price Library of LeMoyne-Owen College, Ned W. McWhorter Library of the University of Memphis, G. Pillow Lewis Library of the Memphis College of Art, and the Memphis Theological Seminary Library. Students are also entitled to library cards in the Memphis Public Library and Information Center, the Main Library of which is an especially valuable community resource. The Barret Library operates an active interlibrary loan service for its faculty and students with libraries outside the Memphis area.

INFORMATION TECHNOLOGY SERVICES

L. Charles Lemond. Director of the Information Technology Services. Assistant Professor of Psychology. B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University.

Judith C. Rutschman. Associate Director for User Services. B.A. and M.S., University of Memphis.

Richard T. Trenthem, Jr. Associate Director for Systems and Networks. B.A., Rhodes College; M.L.I.S., University of Texas.

Sue D. Hall. Programmer-Analyst. B.A., Rhodes College.

Caley Foreman. Senior Desktop Specialist. B.A., Mississippi State University.

Michael F. Meeks. Application Specialist. B.M., M.M., M.A., University of Memphis.

Stacy S. Pennington. Associate Database Analyst. B.A., Rhodes College.

Edward A. Trouy. Network and Computer Engineer. A.E.T., State Technical Institute, Memphis.

Joby M. Dion. Desktop Support Specialist. B.A., Rhodes College.

Joe Wack. Media Technician. B.A., Rhodes College.

Douglas G. Walker. Systems Administrator. A.A.S., State Technical Institute, Memphis.

Paul S. Williford. Help Desk Manager. B.A., Rhodes College, M.S.L.S., University of North Carolina.

Rhodes is committed to providing a wide range of computing resources to support the diverse work of faculty, staff and students. Computers are considered an essential tool across disciplines. Students make use of the computer in general writing, lab reports and class presentations. Use of the Internet for research is commonplace. Class discussions become virtual discussions through the email, bulletin boards and online courses.

Information Technology Services (ITS) is located on the lower level of Barrett Library. Computing facilities include servers that provide network file sharing, email, an on-line library system, delivery of online course materials and electron forums. Additionally there are three computer labs with approximately 90 Dell computers that are connected to the campus network. Equipped with a multimedia projection system, two of the labs are teaching labs. Computing resources dedicated to specific disciplines are located in various academic buildings on campus, notably in the science and mathematics buildings. The campus computer network is built upon an Ethernet backbone and is available in every major building on campus and in all residence halls. It is linked to the Internet, enabling global communication. There are several smart classrooms across campus equipped with full multimedia capability. Wireless access is available in several public locations including Barret Library, the Lynx Lair, Java City, Burrow Refectory and several residence halls.

Students have access to email, file servers, printing and the Internet. Assistance for students is available on several levels. Student Computer Consultants are available in the Computer Depot and student assistants are available to assist users and assure proper operation of printers and equipment. Assistance can also be obtained from the ITS Help Desk located on the main floor of Barret Library. Additional information regarding ITS at Rhodes is available on the Internet through the Rhodes World Wide Web server at <http://www.rhodes.edu/InformationServices>

MEEMAN CENTER FOR LIFELONG LEARNING

Marilyn Adams Hury. Director. B.A., University of Louisville; M.A., University of Memphis.

Lori Ducey. Associate Director for Scheduling and Event Operations. B.S., Middle Tennessee State University.

Cissy Whittaker. Administrative Assistant. B.A., University of Memphis.

Barbara Cockrill. Administrative Assistant.

Meeman Center for Lifelong Learning is Rhodes' commitment to learning as a lifelong process. Since its inception in 1944, the Center has been an integral part of the College, successfully engaging adults of the Mid-South in the liberal arts and sciences. Meeman Center promotes personal and professional development by extending Rhodes' tradition of excellence in liberal education to individuals and businesses. All programs, courses, and trips offered by Meeman Center are described in detail in brochures available on request from the Meeman Center office or on the web at <http://meeman.rhodes.edu>.

NON-CREDIT COURSES

Lifelong learning courses are offered in literature, art, languages, science, current events, history, religion, philosophy, and other areas of interest. Courses vary in length and run in the Fall (September through November) and Spring (January through May). The instructors are Rhodes faculty and invited experts, including Rhodes alumni.

RHODES TO TRAVEL

Exciting destinations, enlightening itineraries, faculty study leaders, stimulating discourse, knowledgeable guides, preparatory resource lists, and Rhodes camaraderie define educational travel adventures for alumni and friends. Four to six tours depart annually, and you can link to full itineraries from our website.

INSTITUTE FOR EXECUTIVE LEADERSHIP

The Institute is a nine-month (one session a month) executive development program that uses great works of literature to study leadership. Relevant to today's leadership issues, the program is based on case studies of current executives and their corporate leadership styles. Rhodes professors and a facilitator from the business community lead the discussions.

INSTITUTE ON THE PROFESSION OF LAW

Meeman Center offers an annual ethics seminar for attorneys to earn dual Continuing Legal Education (CLE) units. The seminar emphasizes national speakers, broad issues in law, and enlightened discussion and reflection. Rhodes faculty are a vital part of the Institute, both as planners and participants. The Institute is certified by the Tennessee, Arkansas, and Mississippi Continuing Legal Education Commissions.

MEEMAN AT NIGHT

Special courses, lectures, workshops, conversations, and book signings take place during the academic year as tuition-free offerings open to the Rhodes community and to the public. Announcements of these events are posted on our website.

CAMP MEEMAN

This summer camp for grown-ups combines liberal arts classes taught by Rhodes

professors, workshops, and lively happy hours into a curriculum that is a relaxing stretch for the mind and body. Whether you spend your free time swimming or working out at the Bryan Campus Life Center, curled up with a good book, or engaged in lively discussion with fellow students and faculty, the day will be a mentally stimulating and physically unwinding good time. Camp is headquartered in the East Village Lodge. Participants may choose between residential and day-camp plans.

MEEMAN ON THE ROAD

In collaboration with the Alumni Relations Office Meeman Center sends Rhodes professors to speak at alumni chapters and in other locations where there are requests for faculty participation.

CONTINUING EDUCATION UNITS

Generally, Continuing Education Units (CEUs) are earned through any Meeman Center non-credit course. Continuing Legal Education (CLE) hours are earned through the Institute on the Profession of Law and certain other CLE Commission-certified continuing education courses. Both Continuing Professional Education (CPE) credit and CEUs are earned in the Institute for Executive Leadership. Contact the Meeman Center office for more information.

COURSES OF INSTRUCTION

COURSES OF INSTRUCTION

A course at Rhodes is an academic activity undertaken by a student that is structured, directed, advised, and evaluated by a faculty member. Typically, a course requires a student to read, listen, discuss, and write while learning and developing specific abilities and sensibilities and while internalizing information and ideas from the specific subject areas outlined in the course syllabus. These activities require many hours of work over a semester and involve regular meetings with the faculty member and other enrolled students. The meetings or class sessions provide opportunities for lecture by faculty, discussion among students, student presentations, and other activities directly related to students' learning that are naturally done in a collective setting. Class meetings and the final examination period together usually constitute only one-fourth to one-third of the time spent on a course, so the majority of time a student dedicates to a course is outside of the classroom or laboratory. Measured in academic credit, a typical student's work load each semester is from thirteen to sixteen credits. Such a load corresponds to approximately forty-five to fifty hours of work per week and is consistent with the understanding that a student's academic work is considered to be his or her full-time job while enrolled in the College.

Normally courses numbered in the one-hundreds and two-hundreds are for first and second year students; those in the three-hundreds and four-hundreds are for juniors and seniors. Courses numbered above 500 are graduate-level courses and are open only to students admitted to the graduate program. Courses numbered above 800 are courses designed for and offered only to students attending any of the various Rhodes foreign study programs.

In general, courses numbered in the one-hundreds and two-hundreds are given yearly. Higher level courses are frequently offered every other year. Students making long range plans for majors are urged to consult with the chairperson of the department for information concerning the sequence of offerings.

From time to time experimental, special topics courses are offered by faculty members. These courses are numbered "099" and are not listed in the catalogue. They are conducted in a manner consistent with regular course offerings, governed by normal class schedules and examination policies; however, they may not be used to satisfy general degree requirements unless so specified at the time the course was approved. Special topics courses are also used for transfer credit in some cases where no exact equivalent course is offered in the Rhodes curriculum.

Because the course topics and content vary from year to year, the courses offered through the British Studies at Oxford are not described in this catalogue. These courses are numbered from 800 to 899. Course descriptions of offerings of this program are available from the Office of British Studies or from the Registrar at Rhodes. In addition, several departments offer "Topics" courses for which the course description varies from semester to semester. Those course descriptions may be available from the appropriate department or faculty member.

The College reserves the right to cancel any course for which there is insufficient enrollment.

The full-time members of each academic department are named with year of appointment, area specialties, and educational background information.

"Fall" and "Spring" below the course titles indicate the semester in which the course is usually taught. Course credit is shown at the right of the line. Credit is given for half of a hyphenated course should the student not enroll the following semester.

SPECIAL PROVISIONS CONCERNING DEGREE REQUIREMENTS

Not all courses may be used to satisfy degree or foundation requirements. Those courses that can be used are designated in the catalogue listings. Directed Inquiries may not be used unless specified by the department. With very few exceptions, the courses designated as fulfilling degree requirements carry three or more hours credit. An accumulation of one-hour applied music or art credits may be used to satisfy the Fine Arts requirements.

THE ACADEMIC CALENDAR

The academic year consists of two semesters, each containing fourteen weeks of instruction and a fifteenth week devoted to examinations. The first semester begins in late August and ends in mid-December; the second semester begins in January and ends in early May. A detailed calendar including dates of recesses and special academic days may be found elsewhere in the College catalogue or on the Rhodes web site. Students normally enroll in four or five courses, totaling thirteen to sixteen credits, each semester. In each academic year a student should plan to earn a minimum of thirty credits in order to meet all graduation requirements in the standard four-year undergraduate program.

One credit is equivalent to one semester hour. A student is expected to spend a minimum of forty-six hours in academic study for every hour of academic credit. This principle applies to directed inquiries, tutorial study, and to all courses in the curriculum.

Courses taught in a two-semester sequence are normally scheduled with the Fall Semester course being the first in the sequence. In most cases, the second course in the sequence requires successful completion of the first course, but there are some sequential courses that allow the second course to be taken first. The course descriptions will identify such courses.

CLASS SCHEDULES

Courses carrying three credits normally meet for a total of 150 minutes per week. The three-credit classes meeting three days per week meet for fifty minutes during each class period. Those three-credit classes meeting two days per week meet for seventy-five minutes during each class period. Laboratory courses carrying four credits will also meet one or two afternoons per week for the laboratory.

Under the Foundations Curriculum, regular classes carry four credits. Most will meet on the normal 150-minutes per week schedule and some will meet four times per week on other daily schedules. The amount of credit does not necessarily equate to the time spent in the classroom. Outside of class assignments, readings, service-learning opportunities, and other activities supplement the actual class time.

ANTHROPOLOGY AND SOCIOLOGY

ASSOCIATE PROFESSORS

J. Peter Ekstrom. 1974. Chair. B.A., Beloit College; M.A., The American University; Ph.D., University of Illinois. (Ecological anthropology, social theory, South America.)

Susan M. Kus. 1984. B.A., University of Michigan; M.A. and Ph.D., University of Michigan. (Archaeology, state formation, symbolic anthropology, Africa.)

Thomas G. McGowan. 1988. B.A., M.S.S.R., Hunter College, City University of New York; Ph.D., University of New Hampshire. (Interpretive sociology, medical sociology, service-learning pedagogy, evaluation research.)

ASSISTANT PROFESSOR

Carla D. Shirley. 2003. B.A., Millsaps College; M.A. and Ph.D., Indiana University. (Race/ethnicity, gender, education, urban studies.)

STAFF

Tina S Benton. Departmental Assistant.

REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY/SOCIOLOGY

A total of forty (40) credits as follows:

1. Anthropology/Sociology 103 and 105.
2. Anthropology/Sociology 261 and 262. (to be taken junior year)
3. Anthropology/Sociology 275. (to be taken junior year)
4. Anthropology/Sociology 486. (to be taken senior year)
5. Seven additional courses (21 hours) in Anthropology/Sociology

The seven elective courses are chosen in conference with departmental faculty members and should reflect the student's specific interests and needs. Students may count one cognate course toward this requirement.

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY/SOCIOLOGY

A total of nineteen (19) credits as follows:

1. Anthropology/Sociology 103 or 105.
2. Anthropology/Sociology 275.
3. Four non-introductory courses.

HONORS IN ANTHROPOLOGY/SOCIOLOGY

1. Courses required: fulfillment of the requirements for a major in the department.
2. Honors tutorial: Anthropology/Sociology 495-496, and a substantial research paper in an area of special interest to the candidate.
3. Superior grades in senior seminar.

COURSE OFFERINGS

103. Introductory Anthropology.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science, F9.

Anthropology, in the largest sense of the discipline, is the study of what it is to be human. In attempting to understand the diversity of thought and behavior that is characteristic of humans, we better understand ourselves, our potentials and our limitations. Further, this process of listening to and learning from others allows us to grant dignity and respect to those that we might otherwise naively dismiss as "primitives". This course covers the basic data, concepts, and theories

of cultural anthropology placing emphasis on the foundations of human society, social organization, culture, and symbol systems. No prerequisite. Not open to seniors.

105. Introductory Sociology.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science.

Sociology emerged in the late nineteenth century as an attempt to understand and explain the unprecedented changes in social organization and human relations resulting from modernization. This course provides a general overview of the sociological concepts, theories, and empirical research that concern the problems of modernity and contemporary American society. The naive, popular view of individuals as “free-standing, autonomous subjects” is critically assessed and a more comprehensive understanding of individuals as “social” selves that are both products and producers of institutions and social relationships is examined. In addition to introducing students to the field of sociology, the course aims to cultivate self-understanding and critical insight into the conditions of contemporary existence. No prerequisite. Not open to seniors.

205. Victims of Progress.

Spring. Credits: 4.

Degree Requirements: Social Science.

A critical examination of the interaction between industrial nations of the developed world and the tribal societies of the third world. The course will focus on the increasingly efficient exploitation of these peoples, not only by the industrialized world, but also by third world elites. The notion of progress itself will be critiqued. No prerequisite.

206. Urban Social Problems.

Spring. Credits: 4.

Degree Requirements: Social Science.

The course provides an overview of the history of cities and urban development, urban strengths and challenges, and the future of cities. We will approach these issues using urban ecology and political-economy perspectives. Through hands-on experience in Memphis communities, students will come to understand how urban issues are social problems that affect people’s everyday lives. No prerequisite.

207. Becoming Human: Archaeology and the Origins of Culture.

Fall. Credits: 4.

Degree Requirements: Social Science.

The study of archaeological methods and theory through a problem focus on human origins and cultural development up to the domestication of plants and animals. A section on the archaeology of the Southeastern United States is included. No prerequisite. Students should take 207 or 208, but not both. (Course offered in rotation with 208 and 211.)

208. Pyramids and Palaces: Archaeology of Complex Societies.

Fall. Credits: 4.

Degree Requirements: Social Science.

This course introduces the student to archaeological methods and theory through the study of prehistory from the origins of plant and animal domestication to the origins of early states in the Old and New Worlds. Covered are both the archaeological evidence available and the theoretical explanations offered for

such cultural developments. Students should take 207 or 208, but not both. (Course offered in rotation with 207 and 211.)

209. Family in Social Context.

Spring. Credits: 4.

Degree Requirements: Social Science.

This major institution is considered from sociological, anthropological, and historical perspectives. With emphasis on diversity and change, the course will examine issues of family organization, sexuality, marriage, and child rearing.

Prerequisites: Anthropology/Sociology 103 or 105.

210. Gender and Society.

Spring. Credits: 4.

Degree Requirements: Social Science.

In this course, we will examine how and why society prescribes different gender expectations to men and women. In turn, we will discuss how those expectations affect the experiences, attitudes, and opportunities of men and women in society. Students will gain the conceptual and theoretical tools to analyze the personal, interactional, and institutional consequences of different social constructions of gender. (Course offered in alternate years; scheduled for 2007-2008.) No prerequisite.

211. Women in Prehistory and Women as Prehistorians.

Fall. Credits: 4.

The study of archaeological methods and theory is pursued through a focus on women in prehistory, gender in archaeological theory, and women archaeologists. This course seeks to reconstruct women's lives and roles in a range of ancient societies as women contributed to subsistence, technological innovation, symbolic and ritual activity, and as they shared in or were denied social, political, and religious authority and power. It also considers the intellectual history of gender studies in archaeology and the contributions of women archaeologists to anthropological archaeology.

Prerequisites: No prerequisites, however students who have taken 207 or 208 need permission of instructor. (Course offered in rotation with 207 and 208; scheduled for 2007-2008.)

215. Field Anthropology.

Fall, Spring. Credits: 1,2,4.

This course allows students to gain credit for participation in off-campus field projects under professional supervision in the fields of archaeological, social anthropological, and physical anthropological research. Students will be required to integrate academic and field work experiences in an oral and/or written report at the end of the field work experience. Maximum of 3 hours credit is possible.

Prerequisites: permission of instructor

250. Learning from Things: Material Culture Studies.

Spring. Credits: 4

While we are symbol users and inhabitants of imagined worlds, we are also tool makers whose hands are "dirtied" in manipulating the world. This course will focus attention on our "materiality" and our engagement with the material world. Examples of material culture studies will be drawn from such disciplines as archaeology, anthropology, geography, history, folklore, popular culture, architecture, and museum studies. Material culture studies, while a rich source

of information is also a challenging arena for the study of individuals, societies and cultures, because objects “speak” neither unambiguously nor directly to us. Students will come to appreciate how astute observation underpinned by theoretical acumen and the clever framing of questions can allow us to “learn from things.” This course is cross-listed as Archaeology 210.

261. Research Methods I.

Fall. Credits: 4.

Degree Requirements: Social Science.

Basic concepts and methods of anthropological and sociological research. Both quantitative and qualitative (ethnographic) skills are stressed. Several small projects are undertaken utilizing these concepts and methods

Prerequisites: Anthropology/Sociology 103 or 105 or permission of instructor.

262. Research Methods II.

Spring. Credits: 4.

Degree Requirements: Social Science.

Participant-observation is the methodological core of anthropology. Yet, participant-observation is a critical qualitative method that should be exercised across all disciplines and professions that address the human condition. We will explore this assertion in practice and in discussion around the seminar table. This course will focus on the “doing” of ethnography by asking you to respectfully, socially, meaningfully, and sensuously engage with a moment in another’s world. One way to describe ethnography is as a compelling descriptive pause to appreciate another way of being in and giving meaning to the world before one begins sustained and systematic social analysis and theorizing.

Prerequisites: Anthropology/Sociology 261 or permission of instructor.

265. Selected Introductory Topics in Anthropology and Sociology.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science.

Introduction to selected themes and topics in anthropology and sociology. Students may enroll and receive credit for this course more than once as the course themes and topics change.

275. Explorations in Social Theory.

Fall. Credits: 4.

Degree Requirements: Social Science.

The major goal of this course is to help students identify and understand explanations of the social world and social actors that have become elevated to the status of social theory. Lectures will present certain “classical” directions of thought in sociology and anthropology. Students will undertake “critical” analyses of primary sources and write a series of reflective essays on their intellectual engagement with theoretical schools. These essays will serve as foci for seminar format sessions during the semester.

Prerequisites: Anthropology/Sociology 103 or 105.

280. The Map is Not the Territory.

Spring. Credits: 4.

Degree Requirements: Social Science.

A study of mapping as seen as an imposition of meaning on the world. Maps create as well as represent the reality of the territory. This problem will be addressed cross-culturally. The course will follow a seminar format and will involve

some hands on mapping. No prerequisite.

300. Cultural Motifs.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science.

This course emphasizes contemporary and emergent themes in the respective disciplines as a means of keeping students abreast of substantial developments in these dynamic fields of social inquiry.

Prerequisites: Anthropology/Sociology 103 or 105 or permission of instructor. Students may enroll and receive credit for this course more than once as the course theme changes.

301. Psychological Anthropology.

Spring, Credits: 4.

Degree Requirements: Social Science.

Anthropologists argue that rather than seeing the mind of “the other” as an imperfect or incomplete version of our own, we must approach it as an “alternative form.” In this course we will be investigating questions such as: Do members of non-Western cultures “sense and think” like members of Western cultures? Do individuals from a non-literate culture actually reason differently from members of a literate culture? Is one culture’s schizophrenic another culture’s saint? Are some psychological disorders specific to certain cultures? Why is it that close to 90% of the world’s cultures sanction some form of an altered state of consciousness? This course is recommended for students of both anthropology and psychology.

Prerequisites: Anthropology/Sociology 103 or 105, or permission of instructor. (Course offered every third year; scheduled for 2007-2008.)

303. Medical Sociology

Fall, spring. Credits: 4.

Medical sociology is the study of the socio-cultural factors that affect health, illness, disease, and medical care. Topics include epidemiology, social demography of health, the relationship between social stress and health, health and illness behavior, the physician-patient relationship, and the organization of health care and medical practice. These topics will be studied by combining classroom lectures, discussion and experiential learning. Students will participate in the ongoing implementation of a community health assessment of residents living in the Hollywood-Springdale area northeast of campus. The health study is part of the Community Outreach Partnership Center (COPC) grant project and is designed to identify barriers that limit access to health care among areas residents. This course is recommended for pre-med and health science majors, and social science majors.

Prerequisite: Anthropology/Sociology 105.

307. Sociology of Education

Fall. Credits: 4.

Education is considered to be the primary means to realizing the American ideals of equality and success. This course critically examines that idea using sociological perspectives and research to understand how class, race, and gender affect educational opportunities and outcomes. Students directly study educational issues by conducting observations and interviews in the local school system.

Prerequisites: Anthropology/Sociology 103 or 105 or permission of instructor.

317. Alternative Realities: Symbols, Ritual, World Views.

Fall. Credits: 4.

Degree Requirements: Social Science.

Humans are always searching for meaning and order beyond the limits of the activities that are needed to guarantee their immediate survival. This course will consider the role of symbolic activity in the construction and maintenance of coherent and comprehensive systems of meaning that integrate human experience with the workings of the larger world or cosmos

Prerequisites: Anthropology/Sociology 103 or permission of instructor.

320. Anthropology and the Written Word.

Credits: 4.

Degree Requirements: Social Science.

This course examines various issues involving orality and literacy and its consequences for ourselves and others whose lives we wish to understand. The cultural contexts surrounding the invention and use of writing systems as well as the effects of literacy on mind and society will also be studied. Anthropologists use writing to record some of their knowledge about other peoples and cultures. While anthropologists have produced numerous "scholarly" texts, they have also pursued other writing projects: autobiographies of individuals from non-Western societies, poetry and the novel, science fiction and literary texts which may or may not conform to Western literary traditions. This course will not only explore some of these genres of writing but will involve a component of creative writing as well

Prerequisites: Anthropology/Sociology 103 or permission of instructor.

321. Ecological Anthropology.

Fall. Credits: 4.

Degree Requirements: Social Science.

The study of the complex and varied systems of interaction between people and their environment. Several competing models of ecological anthropology will be analyzed including materialist, symbolic, and systems approaches. A field trip to New Mexico is required. No prerequisite.

331. Prejudice and the Human Condition.

Spring. Credits: 4.

Degree Requirements: Social Science.

It is a condition of being human to understand in terms of projected assumptions of meaning based on one's historical, social, cultural and linguistic position. This course examines the phenomenon of the projective or "prejudiced" nature of human understanding and explores its implications for the self and the structure of interpersonal, institutional and cross-cultural experience. Students are assigned a question each week that must be answered in the form of an essay based on the students' interpretation of assigned readings. Student essays provide a context for seminar discussions of lectures and readings in social epistemology, phenomenology, and philosophical hermeneutics.

Prerequisite: Anthropology/Sociology 105 or permission of the instructor.

335. Modernization and Culture Change.

Fall. Credits: 4.

Degree Requirements: Social Science.

An examination of major approaches to the study of socio-cultural change in contemporary peasant societies. The course will focus on how these types of

societies function and change within the context of the larger systems of which they are a part. Special attention will be paid to the articulation of peasant economic systems with national and international capitalistic economies. Andean-America will be the geographic focus. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Anthropology/Sociology 103 or 105, or permission of instructor.

341. Peoples of sub-Saharan Africa and Madagascar.

Credits: 4.

Degree Requirements: Social Science.

This course provides an ethnographic introduction to the cultures and culture history of sub-Saharan Africa and Madagascar. It also includes the study of various cultural practices and theoretical issues that have continued to fascinate anthropologists and animate ethnological discussions including state formation, witchcraft beliefs, oral traditions, and indigenous philosophy.

Prerequisites: Anthropology/Sociology 103 or 105.

343. Race/Ethnic Identities, Experiences, and Relations.

Spring. Credits: 4.

Degree Requirements: Social Science.

This course uses fundamental sociological concepts and theoretical perspectives to examine race/ethnicity within our everyday lives, the lives of "others," and primarily, the United States. The course emphasizes social stratification, including the intersection of race, social class, and gender, and on social change.

Prerequisites: Anthropology/Sociology 103 or 105.

346. Peoples of South America.

Fall. Credits: 4.

Degree Requirements: Social Science.

Introduction to a variety of native peoples of South America. Emphasis on ecological adaptation to both physical and cultural environments No prerequisite.

350. Contemporary South American Society and Culture.

Spring. Credits: 4.

Degree Requirements: Social Science.

An anthropological look at contemporary problems of change in South America from the perspectives of First Peoples (Native American, Indian) and other peoples (variously labeled peasant, third world, campesino, caboclo, etc.) marginal to the market oriented political economy of the region. No prerequisite.

431-432. Special Problems.

Fall, Spring. Credits: 1, 2, 4.

Designed to encourage senior or advanced junior majors to study intensively in an area of their special interest.

Prerequisites: Permission of the instructor.

451-452. Research.

Fall, Spring. Credits: 1,2,4.

This course allows senior and advanced junior majors to become active participants in ongoing departmental research projects

Prerequisites: Permission of instructor.

460. Internship in Anthropology or Sociology.

Fall, Spring. Credits: 4.

Supervised experience for Junior and Senior anthropology/sociology majors in applying anthropological and/or sociological knowledge and principles in a field or real-world setting which might include non-profit community agencies, museums, and cultural resource management firms. A journal and/or final paper on the experience will be required. Prerequisites beyond Anthropology/Sociology 103 and 105 will depend on the individual project.

Prerequisites: Permission of instructor and department chair is required.

486. Senior Seminar.

Spring. Credits: 4.

Students will engage in an ongoing critical analysis of contemporary contributions to the theory and research in anthropology and sociology

Prerequisites: Anthropology/Sociology 103 or 105, and 275.

495-496. Honors Tutorial.

Fall, Spring. Credits: 8-8.

Open to candidates for honors in the department. A tutorial consisting of advanced original research.

Prerequisites: Permission of instructor.

PROFESSOR

David P. McCarthy. 1991. B.A., Gettysburg College; Ph.D., University of Delaware. (Modern, contemporary, and American art history.)

ASSOCIATE PROFESSOR

A. Victor Coonin. Chair. 1995. B.A., Oberlin College; M.A. Syracuse University; Ph.D., Rutgers University. (Renaissance, Baroque, and medieval art history.)

ASSISTANT PROFESSORS

Erin Harmon. 2003. B.A., San Diego State University; M.F.A., Rhode Island School of Design. (Painting and drawing.)

Trever Nicholas. 2006. B.A. and M.F.A., University of Minnesota (Sculpture.)

Glenda Swan. 2005. B.A., University of Texas; M.A., Princeton University; Ph.D., Princeton. (Classical Art and Archaeology.)

PART-TIME INSTRUCTORS

Hallie Salky Charney. B.F.A., University of Tennessee; M.F.A., University of Memphis. (Photography.)

Hamlett Dobbins. B.F.A., University of Memphis; M.F.A., University of Iowa.

DIRECTOR, CLOUGH-HANSON GALLERY

Hamlett Dobbins. B.F.A., University of Memphis; M.F.A., University of Iowa. (Painting, drawing, alternative media.)

CURATOR, VISUAL RESOURCES COLLECTION

Genevieve Hill-Thomas. 2005. B.A. and M.A., Case Western Reserve University.

STAFF

Karen M. Winterton. Departmental Assistant.

The Department of Art offers to the student, regardless of experience or major, the opportunity to develop a sensitivity to visual language through studio work and the study of the history of art. The department requires a balanced program in studio and art history that may be augmented to suit particular student interests and needs.

The Clough-Hanson Gallery, located in Clough Hall, brings to campus exhibitions of contemporary art from September through March. In April and early May, the gallery hosts two student exhibitions: the Juried Student Exhibit and the Senior Thesis Exhibit.

REQUIREMENTS FOR A MAJOR IN ART

A student may choose one of the three following tracks. Majors may petition to pursue their own course of study to meet particular goals.

I. Concentration in Studio

For the student interested in art as a vocation, for teaching, or for further study in graduate school, a program of studies balanced between studio and art history is preferable. The following courses are required.

A total of forty-two (42) credits as follows:

1. Studio Art: 101 or 105, 107, 385, 485, 486.
2. Art History: 231, 232, 345.

3. Eighteen additional credits, at least six of which must be at the level of 300 or above in studio.

4. Recommended: 150.

II. Concentration in Art History

For those students interested in the study of art history with graduate school as a definite goal, this program of study is suggested. The following courses are required

A total of forty-two (42) credits as follows:

1. Studio Art: 101 or 105, 107.

2. Art History: 231, 232, 485, plus 18 additional credits, six of which will come from ancient studies (Prehistoric through Roman), six of which will come from Medieval through Baroque, and six of which will come from Modern (post 1800).

3. Nine additional credits in studio or art history.

4. Recommended: 150.

German and/or French through the 201-level are strongly recommended for those students planning to pursue graduate work in art history.

REQUIREMENTS FOR A MINOR IN ART

A total of twenty-one (21) credits as follows:

1. Studio Art: 101 or 105.

2. History of Art: 231, 232.

3. Either Studio 385 or Art History 485.

4. Nine additional hours at 300 level or above.

5. Recommended: 150.

HONORS IN ART

1. In the spring of the junior year, an art major, in consultation with an appropriate member of the art faculty, may write a proposal for honors work in the senior year. The department must approve the proposal.

2. An overall grade of A- on the thesis or project itself is required for honors credit.

COURSE OFFERINGS

Introductory Studio. Art.

Introductory Studio Art Students interested in commencing studio work are encouraged to enroll in the introductory studio courses in their first year. These courses are designed for students with no previous background in the designated areas. Special emphasis is given to introducing media, exploring basic techniques, and problem solving. For those students who feel that they are ready to move directly into intermediate studio courses, the department offers an examination and portfolio review the first weekend of each semester. Studio courses require 138 hours of work per term for three credits. A studio fee is required for every studio course to cover the expense of materials and equipment.

101. Drawing.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

An introduction to drawing in various media.

105. Painting.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

An introduction to the fundamentals of painting, including its formal and conceptual properties.

107. Sculpture.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

An introduction to the making of sculpture. Emphasis will be on carving, constructing, and casting.

111. Photography.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

An introduction to basic camera and darkroom techniques. (The student will provide camera, film, and supplies.)

113. Digital Arts.

Fall. Credits: 3

Degree Requirements: Fine Arts.

An introduction to digital arts, focused on the exploration and production of still Images through electronic media.

166. Topics in Studio Art.

Fall, Spring. Credits: 1-3.

Degree Requirements: Fine Arts.

Topics will vary from year to year with the instructor. Course may be repeated as long as topics are different.

Intermediate Studio Art.

Students taking intermediate studio courses will explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are required to propose a fifteen-week program of research, develop a relevant body of work, meet weekly for critiques with the instructor, and maintain a daily sketchbook or journal. In addition each student will participate in one formal critique with art faculty and a peer group at the end of the semester. Students are expected to spend twelve hours per week on research and production. Students must have permission from the instructor before registration. Studio courses require 138 hours of work per term for three credits. A studio fee is required for every studio course to cover the expense of materials and equipment.

300. Life Study.

Fall, Spring. Credits: 1,3.

Degree Requirements: Fine Arts.

Figure drawing from life.

Prerequisites: Art 101 or 105.

301. Intermediate Drawing.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Prerequisites: Art 101 or 105.

305. Intermediate Painting.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Prerequisites: Art 101 or 105.

307. Intermediate Sculpture.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Prerequisites: Art 107.

311. Intermediate Photography.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Prerequisites: Art 111.

313. Digital Art: Advanced Projects.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests.

366. Advanced Topics in Studio Art.

Fall, Spring. Credits: 1-3.

Degree Requirements: Fine Arts.

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit. Topics courses include landscape painting and figure painting.

385. Junior Seminar.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

Individually designed creative projects or research undertaken with the approval and guidance of the art faculty

Prerequisites: junior standing, successful completion of all 100-level courses required for the major, and at least one 300-level studio course or permission of instructor. Required for all majors in the studio track.

Advanced Studio Art.

Students taking advanced studio courses will further explore issues concerning media and methods relevant to individually designated concepts and investigations. Students are required to propose a fifteen-week program of research, develop a relevant body of work, meet weekly for critiques with the instructor, and maintain a daily sketchbook or journal. In addition each student will participate in one formal critique with art faculty and a peer group at the end of the semester. Students are expected to spend twelve hours per week on research and production. Directed Inquiries can be accommodated through any of the advanced studio offerings. Studio courses require 138 hours of work per term for three credits. A studio fee is required for every studio course to cover the expense of materials and equipment.

401. Drawing.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Prerequisites: Art 301 or 305.

405. Painting.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Prerequisites: Art 301 or 305.

407. Sculpture.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Prerequisites: Art 307.

411. Photography.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Prerequisites: Art 311.

413. Digital Art: Advanced Projects II.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

Advanced studio work in digital arts, focused on creating electronic media-based projects geared toward individual student interests

Prerequisites: Art 313.

460. Art / Architectural Internship.

Fall, Spring. Credits: 1-3.

Degree Requirements: Fine Arts.

Students are placed with local artists and/or regional galleries, design firms or architectural firms.

Prerequisites: art major with junior or senior standing; successful completion of all one-hundred level courses in the art department required for the appropriate track; and approval of the art department. May be repeated for a total of six credits. Students may apply a maximum of four credits towards the Art major or minor.

485. Senior Seminar.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

Individually designed creative projects or research undertaken with the approval and guidance of the art faculty

Prerequisites: senior standing and successful completion of all 100- and 200 -level courses required for the major. Required of all majors in the studio and track.

486. Senior Thesis.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

The continuation of the senior seminar in which students further develop and refine creative projects with the approval and guidance of the art faculty

Prerequisites: Art 485.

HISTORY OF ART**150. Introduction to the Visual Arts.**

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

A comprehensive, theoretical introduction to the visual arts. Special attention

is given to media, visual analysis, interpretation, and writing about the visual arts. Open to first-year and sophomore students only.

220. Archaeological Methods.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

This class will expose students to a range of archaeological methods used in the field, laboratory and museum to find, record, date, preserve and contextualize physical materials. Basic methods of investigation and research will be discussed through the examination of site survey, excavation and the analysis of artifacts. Students will be introduced to various systems of archaeological classification and analytical techniques for understanding objects such as lithic artifacts, pottery, human skeletal remains, and other historic and prehistoric artifacts. Artifact illustration, photography, cataloguing and curating will also be discussed. (Course offered every third year; scheduled for 2006-2007.)

227. Architecture and Urbanism in the West from Antiquity to the Present.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

This course takes a case-study approach to surveying the concerns confronting different cultures as they developed their urban environments architecturally and spatially. Working chronologically, cities as diverse as ancient Periklean Athens and Hausmann's 19th-century Paris will be considered. (Course not offered 2006-2007.)

231. History of Western Art I.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

A survey of Western art from pre-history through the middle ages. Emphasis is placed on examining art within the producing cultures of ancient Egypt, the ancient near east, classical Greece and Rome, the Byzantine East, and medieval Europe. Students will be exposed to the basic methods of art historical analysis.

232. History of Western Art II.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

A survey of Western art from 1300 to the present. Special emphasis will be placed on the development and expansion of Renaissance ideals of art, and then the reassessment of these ideals in the Nineteenth and Twentieth Centuries.

265. Topics in Art History.

Fall, Spring. Credits: 1-3.

Degree Requirements: Fine Arts.

Topics will vary from year to year with the instructor. Course may be repeated as long as topics are different.

318. Greek Art and Architecture.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

A chronological and thematic examination of the visual and material culture of ancient Greece from its Bronze Age (ca. 3rd millennium B.C.E.) to the end of the Hellenistic era (1st century B.C.E.). Special attention will be given to the historical and ideological context of cult buildings, monumental sculpture, and

vase paintings as they might have been experienced by Greek viewers. (Course offered in alternate years; scheduled for 2007-2008.)

319. Roman Art and Architecture.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

This course traces the development of Roman art and architecture in its variable contexts with an eye to understanding the cultural and political institutions that created it, from Rome's earliest Etruscan roots in the 8th century BCE to its relocation to Byzantium in Asia Minor in the 4th century CE. (Course offered in alternate years; scheduled for 2007-2008.)

320. Art and Architecture of Ancient Egypt and the Near East.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

A chronological study of the material cultures of ancient Egypt and the Near East. Students will be introduced to current scholarship on the art and architecture of these cultures and emphasis will be placed on understanding these forms in their social and political contexts.

321. Art and Spirituality in the Middle Ages.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

An examination of the visual arts in Europe during the period normally known as the Middle Ages, ca. 313-1348. Attention will also focus on the art emanating from the Byzantine east. Art works discussed will include both secular and religious objects, and topics covered will include issues of aesthetics, iconography, style, functionality, and spirituality.

323. Italian Renaissance Art.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

This course examines Italian art and architecture, ca. 1260-1580, with emphasis on the historical and social context. Such themes as patronage, functions, theory, materials and techniques, style, and the profession of the artist will be discussed. Artists treated include Giotto, Brunelleschi, Masaccio, Donatello, Botticelli, Leonardo, Bramante, Raphael, Michelangelo, Titian, and Palladio. (Course offered in alternate years; scheduled for 2007-2008.)

326. Northern Renaissance Art.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

An examination of painting, sculpture, and the graphic arts in the Netherlands, Germany, and France, from 1400 to 1600, with emphasis on the historical and social context. Such themes as the status of the artist, art and mysticism, art and the Reformation, theory, and the relationship of Northern European and Italian art and culture will be discussed. Artists include Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Albrecht Dürer, and Pieter Bruegel. (Course offered in alternate years; scheduled 2006-2007.)

328. Baroque Painting from Caravaggio to Rembrandt.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

The course investigates European art ca. 1580-1750. Students will be introduced to the major artists, subjects, and stylistic developments during this time period. Additional emphasis will be placed on issues such as patronage, collecting, technique, women artists, and recent discoveries. Artists covered include Caravaggio, Bernini, Gentileschi, Rembrandt, Vermeer, Velasquez, and Rubens. (Course offered in alternate years; scheduled for 2007-2008.)

334. American Art.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

A thematic examination of art produced in the United States from the colonial period to the present with special emphasis on the place of art and artists within a democracy. Themes include the relationship between political and visual representation, landscape as metaphor, race and ethnicity in art, and the tension between private and public patronage. Artists include Thomas Jefferson, Stuart Davis, and Frank Lloyd Wright. (Course offered in alternate years; scheduled for 2007-2008.)

337. Italian Architecture 1300-1700.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

An examination of architecture in Italy covering the Medieval, Renaissance, and Baroque periods. Special emphasis will be placed on the cultural context of buildings, architectural theory, and urban planning. Topics include patronage, the role of the architect and buildings in society, and special focus on Florence, Venice, and Rome. Architects covered include Brunelleschi, Alberti, Michelangelo, Palladio, and Bernini. (Course offered every third year; scheduled for 2006-2007.)

338. Cities and Sanctuaries of the Ancient World.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

This class explores concepts and themes important to the rise of cities and their sacred spaces with an eye to understanding the experience an ancient had when living in or visiting them. (Course not offered 2006-2007.)

341. Modern Art I.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

A survey of the major European art movements from about 1760 to 1870. Special emphasis is given to the interplay between politics and the emergence of new styles and subject matter in painting. Artists covered include David, Goya, Constable, Delacroix, Friedrich, Courbet, and Manet.

342. Modern Art II.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

A survey of European art from 1870 to 1940. Themes examined include "primitivism," the tension between modern art and mass culture, the attempt to combine radical politics with formal innovation, and the development of non-objective styles of painting. Movements discussed include symbolism, fauvism,

cubism, futurism, dada, and surrealism.

344. Modern Art III.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

A survey of Western art from ca. 1940 to 1968. Themes examined include the legacy of political art in the cold-war period, the rhetoric of late-modernist criticism, the tension between modern art and mass culture, the attempt to paint figuratively in the wake of abstraction, and the growing discontent with high modernism. Movements discussed include abstract expressionism, tachism, pop, op, and minimalism. (Course offered in alternate years; scheduled for 2007-2008.)

345. Contemporary Art.

Spring. Credits: 3.

Degree Requirements: Fine Arts.

A comprehensive introduction to European and American art and art criticism since 1968. Themes examined include the revival of political art in the late sixties (and its resurgence in the late eighties), the emergence of feminist strategies in representation, the rejection of the art object and the culture industry, the ongoing dialogue between modern art and mass culture, the return of history painting in the early eighties, and the emergence of different voices in the art world in the past decade. (Course offered in alternate years; scheduled for 2007-2008.)

356. Michelangelo.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

An examination of the life and art of Michelangelo Buonarroti (1475-1564). Special attention will be paid to stylistic, interpretive, and methodological issues, as well as the many controversies that have surrounded his life and art from the Renaissance to the present. Works studied will include painting, sculpture, architecture, drawings, and poetry. Class will combine both lecture and seminar formats. (Course offered every third year; scheduled for 2006-2007.)

360. Gallery Management.

Fall, Spring. Credits: 3.

An internship involved with the various aspects of gallery management, such as selection, crating, shipping, publicity design, printing, computer entries, preparation and designing of exhibitions, hanging, lighting, receptions, security, etc. Enrollment by permission of instructor. May be repeated for credit.

365. Advanced Topics in Art History.

Fall, Spring. Credits: 3.

Degree Requirements: Fine Arts.

A seminar, open to both majors and non-majors, on varying subjects. May be repeated for credit so long as topics are different.

399. Tutorial for Honors Candidates.

Spring. Credits: 1.

Students interested in reading for honors in the Department of Art are required to enroll in a preparatory tutorial in the spring semester of their junior year. Successful completion of the tutorial does not necessarily guarantee acceptance into the Honors Program.

461. Museum/ Gallery Internship.

Fall, Spring. Credits: 1-3.

An internship with a gallery or museum with a focus on the visual arts. Prerequisites: Approval of department Chair and offer of placement from an approved gallery or museum. Normally open only to art majors and minors with junior or senior standing. May be repeated for a total of six credits. Students may apply a maximum of four credits towards the Art major or minor.

455. Washington Semester.

Fall, Spring. Credits: 14-16.

A sixteen-week study of the arts and architecture in Washington, D.C.; consists of seminars, an internship, and research projects. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Prerequisite: Consent of department chair and special financial arrangements with the college.

485. Senior Seminar.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

Art History Track. Advanced seminar involving theory, methodology, and historiography. Students will submit a major research paper and conduct an oral presentation. Topics vary with instructor. Required of all majors in the art history track. Prerequisites: Art 231, 232 and any 300-level art history course. With the permission of the instructor, Juniors may take the seminar as Art 365.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6, 3-6.

BIOLOGY**PROFESSORS**

Terry W. Hill. 1978. B.A., University of South Florida; M.S., Ph.D., University of Florida. (Cell biology, microbiology, biology of fungi.)

David H. Kesler. 1980. B.S., Denison University; M.S., University of Rhode Island; Ph.D., University of Michigan. (Ecology, limnology, behavior, coral reef ecology.)

John S. Olsen. 1977. Associate Dean of Academic Affairs. B.S., M.S., University of Illinois; Ph.D., University of Texas. (Systematics, evolution, plant taxonomy, morphology.)

ASSOCIATE PROFESSORS

Jay A. Blundon. 1993. B.S., Duke University; M.S., Ph.D., University of Maryland. (Animal physiology, neuroscience.)

Alan P. Jaslow. 1984. B.S., University of Wisconsin; M.S., Ph.D., University of Michigan. (Vertebrate biology, functional morphology, animal communication.)

Carolyn R. Jaslow. 1988. B.A., Mount Holyoke College; M.S., Ohio University; Ph.D., University of Chicago. (Biomechanics, histology, embryology, mammology.)

Gary J. Lindquister. 1988. B.S., Furman University; M.S., Ph.D., Emory University. (Molecular biology, virology, immunology.)

Charles L. Stinemetz. 1989. Chair. B.A., Ohio Wesleyan University; M.S., Ph.D., Ohio State University. (Developmental biology, plant physiology, space biology.)

ASSISTANT PROFESSORS

Rosanna Capellato. 2004. B.S., University of Rome; Doctorandus, University of Amsterdam; Ph.D., Emory University.

Mary Miller. 2001. B.A., University of Tennessee; Ph.D., University of Virginia. (Genetics, microbiology, cell biology.)

STAFF

Christian Hardin. Laboratory Supervisor and Biology Stockroom Manager. B.S., University of Tennessee.

Charles Rand. Biology Department Assistant.

REQUIREMENTS FOR A MAJOR IN BIOLOGY LEADING TO THE B.S. DEGREE

A total of fifty-three to fifty-seven (53-57) credits as follows:

1. Biology 130, 140-141.
2. At least six upper level courses; at least four of which must have an associated lab experience. Four credits of research in Biology 451 and 452) and/or Chemistry 414/310 may also be counted as upper level courses.
3. Biology 485 or 486.
4. Chemistry 111-111L, 112-112L
5. One course from Math 111, Econ 290, or Psych 211.
6. One course from Math 115, Math 121, or Computer Science 141.

Students, in consultation with their advisors, should select a diversity of upper level courses, thereby gaining experience in different areas of biology. Prerequisites for courses are strongly encouraged. However, students may be enrolled in a course without meeting prerequisites with the permission of the instructor.

COURSE OFFERINGS**105. Topics In Biology.**

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F7.

Topics in Biology courses provide an in-depth understanding of a topic in the Biological Sciences. As in other introductory biology courses, each Topics course details fundamental principles and concepts in the discipline, but in the context of a specific topic. Titles of previous Topics in Biology include: Animal Communication; Art and Science of Wine; Biology of the Mind; Biology Through Bees; Disease and Immunity; Economic Botany; Environmental Science; Human Biology; Human Heredity; Microbes and Human Affairs. Actual offerings vary each semester. Topics in Biology may be taken as elective credit by students majoring in Biology provided they have not already taken an upper level Biology course of similar content; however, Topics in Biology will not satisfy upper-level course requirements for the major in Biology.

130-131. Biology I.

Fall. Credits: 3-1.

Degree Requirements: Natural Science.

An examination of the structure and functions of life at the cellular level. Topics include the organization of prokaryotic and eukaryotic cells, the roll of proteins in cell structure and metabolism, membrane structure and function, bioenergetics, interactions between a cell and its environment, and the mechanisms of heredity. Laboratory work provides and introduction to investigative techniques in biology and skills required for the analysis and presentation of scientific findings.

Prerequisites: none. Three hours of lecture and four hours of laboratory per week.

140-141. Biology II.

Spring. Credits: 3-1.

Degree Requirements: Natural Science.

A study of biological principles at the level of organisms and above. This course covers the mechanisms of evolution; plant and animal development, anatomy, and physiology; behavior and ecology. Laboratory stresses the importance of hypothesis testing.

Prerequisites: Biology 130-131. Three hours of lecture and four hours of laboratory per week.

200. Evolution.

Fall, Spring. Credits: 3.

Degree Requirements: Natural Science.

A study of the evolutionary process from the historical development of the Darwinian concepts of change and natural selection to a modern synthetic analysis of the mechanisms of populational change, the process of speciation, the origins of life and extinction.

Prerequisites: Biology 130 or 140 or permission of the instructor. Three hours of lecture per week.

201. Mycology.

Spring. Credits: 4.

Degree Requirements: Natural Science.

The study of life's "fifth kingdom": the fungi and fungus-like protists. Even though they share an equal evolutionary standing with plants and animals, to

most persons fungi remain amongst the most mysterious and ill-defined of nature's inhabitants. Just what is a fungus anyway? Where do they live, and what are they doing out there? This course will provide answers to questions like these, as well as provide examples of the practical uses of fungi in industry and research and of the roles that some of them play as agents of disease. The laboratory emphasizes the development of skills in the isolation and characterization of fungi from nature. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Biology 130 or 140 or permission of the instructor. Three hours of lecture/discussion and not less than three hours of laboratory per week.

202. Vertebrate Life.

Spring. Credits: 3.

A study of the diversity of vertebrates including past and present radiations. This course focuses on the various and diverse adaptations in behavior, ecology, morphology and physiology that allow vertebrates to successfully inhabit water, air and land.

Prerequisites: Biology 140-141. Three hours of lecture/discussion per week.

204. Mechanisms of Development.

Spring. Credits: 4.

An overview of developmental processes directed at exploring the cellular and subcellular mechanisms which control development. Modern experimental approaches and current models will be emphasized.

Prerequisites: Biology 130-131, 140-141. Three hours of lecture and not less than three hours of laboratory per week.

206. Survey of the Plant Kingdom.

Spring. Credits: 4.

A study of the diversity of the plant kingdom, including algae, bryophytes and vascular plants. Emphasis will be placed on the morphology, life history and phylogenetic relationships of the groups examined. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Biology 130-131, 140-141. Three hours of lecture and not less than three hours of laboratory per week.

207. Animal Behavior.

Fall. Credits: 4.

An evolutionary and ecological approach to questions of why and how animals behave as they do. Emphasis is on how traits help individuals maximize the survival of genes within them. Laboratories will involve quantitative data collection in both the laboratory and field. Math 111 or equivalent suggested.

Prerequisites: Biology 130-131, 140-141. Biology 200 recommended. Three hours of lecture and not less than three hours of laboratory per week. (Course offered in alternate years; scheduled for 2005-2006.)

209. Embryology.

Spring. Credits: 3.

A study of the morphological changes that occur in animals from fertilization of an egg to birth. This anatomically-based course will focus on the development of the major organ systems and body plan of vertebrates, including comparisons of developmental patterns among vertebrates and understanding what happens when the patterns are disrupted to produce birth defects.

Prerequisites: Biology 130-131, 140-141. Three hours per week of class meetings

that will be predominantly lecture with some laboratory work. (Course offered in alternate years; scheduled for 2005-2006.)

212. Environmental Issues in Southern Africa.

Spring. Credits: 2.

An interdisciplinary examination of the environmental issues of a region of the world famous for its captivating scenery, immense richness and dire scarcity of natural resources, and cultural diversity of its people. Special attention will be devoted to the role of parks and community-based conservation projects in achieving a balance between people's needs and wildlife conservation.

Prerequisites: Biology 130-131, 140-141 or Biology 105 Environmental Science. Three hours per week of class meetings that will be predominantly lecture with some laboratory work. (Course offered in alternate years; scheduled for 2005-2006.)

214. Environmental Field Study in Namibia.

Summer. Credits: 2.

An in-country exploration of the major environmental issues of Namibia, one of the world's most arid and most beautiful countries. Students will spend three weeks in the region, visiting different ecosystems, such as the Namib Desert, dry thornveld savannas, and the Kalahari sands. They will meet with indigenous people, NGOs, and governmental officers involved in local environmental issues. Rhino tracking and lion darting can be part of the educational experience during this field study trip. This course emphasizes critical thinking and interdisciplinary learning and is meant to challenge students' world-view to enable them to increase their awareness and knowledge of our global society. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Biology 130-131, 140-141 or Biology 105 Environmental Science. Three hours per week of class meetings that will be predominantly lecture with some laboratory work.

240. Plant Physiology.

Spring. Credits: 4.

An examination of physiological processes that operate in vascular plants. The course will emphasize water relations, photosynthesis and gas exchange, hormonal control of tropistic responses, plant development, and mineral recycling. Laboratory work will be conducted on both the molecular and whole plant levels.

Prerequisites: Biology 130-131, 140-141. Three hours of lecture and not less than three hours of laboratory per week.

250. Systematics.

Spring. Credits: 4.

Systematics involves the recognition and explanation of patterns found among organisms. It is concerned with the evolutionary processes that generated the observed patterns as well as the mechanical aspects of describing the relationship between organisms in a meaningful way both taxonomically and evolutionarily.

Prerequisites: Biology 200. Three hours of lecture and not less than three hours of laboratory per week.

252. Coral Reef Ecology - Primary Literature.

Spring. Credits: 1.

Primary literature dealing with coral reef ecology will be read and discussed to gain an in-depth understanding of coral reef processes. This course should be taken concurrently with Biology 253 and will provide a strong foundation for

students continuing with Biology 254.

Prerequisites: Biology 130-131, 140-141 or permission of instructor.

253. Coral Reef Ecology.

Spring. Credits: 1.

Emphasis will be placed on biological and geological field techniques, biological classification, primary literature dealing with coral reef ecology and geology, and instruction on expectations in Biology/Geology 254.

Prerequisites: Biology 130-131, 140-141 or permission of instructor.

254. Coral Reef Ecology.

Spring. Credits: 2.

Degree Requirements: Natural Science.

This intensive two-week field course exposes students to coral reefs, coral reef organisms, and the modern geological processes of carbonate sedimentation. This course will be given at The Institute of Marine Sciences, Roatan, Bay Islands during the middle two weeks of May. The Biology 252, 253, and 254 sequence may be combined for four hours and counted as an upper-level course for majors. Biology 253 and 254 may be combined for three hours and counted as a natural science with laboratory requirement for non-majors.

Prerequisites: Biology 253.

301. Microbiology.

Fall. Credits: 4.

The study of microorganisms from all major organizational perspectives (genetics, physiology, phylogeny, etc.). Principal emphasis will be placed on prokaryotic microorganisms and the importance of their basic metabolic patterns in defining the roles that they play in nature (focusing on the cause of disease). The laboratory emphasizes the development of skills in isolation and characterization of bacteria.

Prerequisites: Biology 130-131, 140-141. Three hours of lecture and not less than three hours of laboratory per week.

304. Genetics.

Spring. Credits: 4.

The study of the transmission of genetic factors in eukaryotic model systems. Principle emphasis will be placed on the analysis of heredity, genes as functional units, and phenotypes resulting from regulated gene expression. Laboratory exercises include experimental genetic screens and their analysis.

Prerequisites: Biology 130-131, 140-141. Three hours of lecture and not less than three hours of laboratory per week.

307. Cell Biology.

Fall. Credits: 3.

An advanced treatment of the organization and functions of eukaryotic cells. Primary emphasis will be placed on the role of biological membranes in such cellular activities as nutrition, secretion, intercellular recognition and communication, and energy transformations. Emphasis will also be placed on the role of proteins in motility and the regulation of cell metabolism.

Prerequisites: Biology 130-131, 140-141. No laboratory is required, although Bio 309 or Bio 310 are recommended for those students desiring an appropriate laboratory accompaniment.

309. Electron Microscopy.

Spring. Credits: 2.

A laboratory/lecture course covering the theoretical and practical aspects of the use of transmission electron microscopy in biological research. Principal emphasis will be placed on the operation of the transmission electron microscope, specimen preparation in thin section, and techniques of image recording.

Prerequisites: Biology 130-131, 140-141. One hour of lecture and not less than three hours of laboratory per week plus an independent project. Credit in this course can be combined with 2 hours credit in Bio 451 or 452 to satisfy an upper level course requirement in Biology, or it can be used as a laboratory accompaniment to Bio 307.

310. Methods in Biochemistry and Cell Biology.

Fall. Credits: 2.

This course will provide instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Techniques to be studied include enzyme assays and characterization, peptide sequencing, polyacrylamide gel electrophoresis, antibody production, immunoblotting, and immunofluorescence microscopy. This course can count as laboratory credit to accompany Biology 307 or Chemistry 414 or both. One hour of lecture and three hours of laboratory per week plus independent work. Same as Chemistry 310.

Prerequisites: Chemistry 112-112L or 122-122L and at least junior standing.

315. Ecology.

Fall. Credits: 4.

A broad study of concepts in the science of ecology. This course stresses the biotic and abiotic interactions which determine the distribution and abundance of organisms. The laboratory component consists of both on-campus laboratory work and intensive aquatic field experiences including at least one overnight outing. Students with organismal and environmental interests desiring a field component are encouraged to participate.

Prerequisites: Biology 130-131, 140-141; Math 111 or equivalent recommended. Three hours of lecture and not less than three hours of laboratory per week. Several weekend field trips are required.

325. Molecular Biology.

Spring. Credits: 4.

A study of the structure and function of genes at the molecular level. Topics include the synthesis of nucleic acids and proteins and the mechanisms of gene expression and control in prokaryotes and eukaryotes. An emphasis will be placed on the design, analysis, and interpretation of classic and contemporary experiments. The laboratory component will teach the student how to conduct and interpret experiments in molecular biology including isolation of DNA, gel electrophoresis, recombinant DNA cloning, and DNA sequencing.

Prerequisites: Biology 130-131, 140-141, Chemistry 111 or permission of instructor. Three hours of lecture and not less than three hours of laboratory per week.

330. Virology/Immunology.

Fall. Credits: 3.

Approximately one quarter of the course is devoted to Virology, including the structural basis for classification of viruses and both viral and host aspects of virus infection and replication. The remainder of the course provides an overview

of the vertebrate immune system, focusing mainly on specific mechanisms of cellular and humoral immunity.

Prerequisites: Biology 130-131, 140-141. Three hours of class meeting per week.

340. Animal Physiology.

Fall. Credits: 4.

A study of the organs and organ systems of animals using both physical and chemical relationships to describe their functional activities and roles in controlling the animal's internal environment. Although primary emphasis will be placed on the vertebrates, the diversity of physiological adaptations of invertebrates will also be examined. Laboratory investigations will include studies of the nervous system responses to external stimuli, functional diversity of vertebrate muscles, regulation of vertebrate cardiac activity, blood pressure and respiration, and regulation of vertebrate salt and water balance. Laboratory experiments will involve the careful and humane use of live vertebrates as research models.

Prerequisites: Biology 130-131, 140-141. Three hours of lecture and three hours of laboratory per week.

350. Comparative Vertebrate Morphology.

Fall. Credits: 4.

A comparative approach to the study of vertebrate anatomy, emphasizing evolution, development, and functional significance. This course focuses on the morphological patterns shared by vertebrates. Laboratories will involve dissection of representative vertebrates.

Prerequisites: Biology 140-141. Two hours of lecture per week and not less than 4 hours of laboratory per week.

360. Histology.

Fall. Credits: 4.

A study of the microscopic features of animal cells, tissues and organs. This course emphasizes the relationship between microscopic form and function starting with a brief overview of cells and progressing through the different mammalian organ systems.

Prerequisites: Biology 130-131, 140-141. Three hours of lecture and not less than three hours of laboratory per week.

370. Neuroscience.

Spring. Credits: 4.

A study of the structural and functional aspects of the central and peripheral nervous systems. Topics covered may range from the processes involved in communication within individual cells of the nervous system to higher order human brain functions such as learning, memory, states of sleep and consciousness, and the physiological regulation of emotions and behavior. Laboratory investigations will give students hands-on experience in electrophysiology, biophysics, and cell biology, and will include studies of intracellular signals of excitable cells, cell culture and investigations of growth and development of the nervous system. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Biology 130-131, 140-141. Three hours of lecture and three hours of laboratory per week.

380. Topics in Biomedical Science.

Spring. Credits: 3.

A topical exploration of the connection between basic biomedical science

and its clinical significance. Four topics are covered during the semester. Each topic is taught by a St. Jude Children's Research Hospital post-doctoral fellow; a Rhodes faculty member directs the course. Each topic consists of a presentation of pertinent background information on basic scientific principles, reading and discussion of secondary and primary literature within the research area of the post-doctoral fellow, and discussion of potential clinical significance of the research. Some class sessions will be held at St. Jude Children's Research Hospital. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Biology 130-131, 140-141. Three hours of lecture per week.

451-452. Research in Biology.

Fall, Spring. Credits: 1-4.

Qualified students may conduct original laboratory or field research in biology. A student may use four hours of research or a combination of two hours of credit from Bio 309 or Bio 310 combined with research credit to total four hours to satisfy one of the upper level requirements in Biology. Interested students should consult the appropriate Biology faculty member.

Prerequisites: permission of sponsoring faculty member. At least three hours per week per credit hour, weekly conferences with faculty sponsor, written report at the end of the semester.

460. Internship in Biology.

Fall, Spring. Credits: 1-3.

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biological sciences, such as Health Care, Laboratory Diagnosis, Forensics, Environmental Protection, Agriculture. Students will be required to integrate academic and work experiences in an oral and/or written report at the end of the internship. No more than 3 hours per semester for no more than two semesters.

Prerequisites: Permission of Departmental Program Director. Pass/Fail credit only. Biology 460 does not satisfy an upper level Biology course requirement for the major.

485-486. Senior Seminar.

Fall, Spring. Credits: 3.

All Biology majors are required to enroll in Senior Seminar during one semester of their senior year. Senior Seminar is intended to be a broad, integrative experience in Biology, requiring both oral and written work.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6,3-6.

Open to candidates for honors in biology. Includes supervised honors research and instruction in a biological field of study.

Prerequisites: Departmental permission.

CHEMISTRY**PROFESSOR**

David Y. Jeter. 1973. B.S., Texas A&M University-Commerce; Ph.D., University of North Carolina, Chapel Hill. (Inorganic chemistry.)

ASSOCIATE PROFESSORS

Darlene M. Loprete. James H. Daughdrill, Jr. Professor of the Natural Sciences. 1990. B.A., Clark University; Ph.D., University of Rhode Island. (Biochemistry.)

Jon Russ. 2004. Chair. A.A., Del Mar College; B.S., Corpus Christi State University; Ph.D., Texas A&M University. (Analytical chemistry.)

ASSISTANT PROFESSORS

Mauricio L. Cafiero. 2004. B.S., University of North Florida; M.A. and Ph.D., University of Arizona. (Physical chemistry.)

Loretta Jackson-Hayes. 2003. B.S., Tougaloo College; Ph.D., University of Tennessee. (Pharmacology.)

Julie C. D. Le. 2005. B.S. and M.S., Louisiana State University; Ph.D., The University of Texas, Austin. (Organic Chemistry.)

CHEMISTRY STOREROOM AND LABORATORY MANAGER

Jeff R. Goode. B.S., University of Memphis.

STAFF

Evelena B. Grant. Departmental Assistant. A.D., Compton College.

Students considering a major in Chemistry should consult a member of the Department as early as possible to help in the election of a program which best fits their interests and abilities. The Department is certified by the American Chemical Society as complying with its requirements for the professional training of chemists.

REQUIREMENTS FOR A MAJOR IN CHEMISTRY LEADING TO THE B.A. DEGREE

A total of forty-nine to fifty-one (49-51) credits as follows:

1. Chemistry 111-111L, 112-112L (or 122-122L), 211-212, 211L-212L, 311, 311L, and three additional approved one-semester courses.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122.
4. Chemistry 385-386.
5. Chemistry 485-486.

REQUIREMENTS FOR A MAJOR IN CHEMISTRY LEADING TO THE B.S. DEGREE**A. Chemistry Track**

A total of fifty-two to fifty-three (52-53) credits as follows:

1. Chemistry 111-111L, 112-112L (or 122-122L), 211-212, 211L-212L, 311-312, 312L, 406, 408, and one additional approved one-semester course.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122. (A third course is required by the College for the B.S. degree.)
4. Chemistry 385-386.
5. Chemistry 485-486.

B. Biochemistry Track

A total of sixty-three to sixty-four (63-64) credits as follows:

1. Chemistry 111-111L, 112-112L (or 122-122L), 211-212, 211L-212L, 310, 311-312, 312L, 414-415.
2. Biology 120-121, 121L, 307 and one of the following: 301, 330, 340 or 370.
3. Physics 111-112 or 109-110, 113L-114L.
4. Mathematics 121-122. (A third course is required by the College for the B.S. degree.)
5. Chemistry 385-386.
6. Chemistry 485-486.

REQUIREMENTS FOR CERTIFICATION BY THE AMERICAN CHEMICAL SOCIETY

1. Chemistry 111-111L, 112-112L (or 122-122L), 211-212, 211L-212L, 311-312, 312L, 406, 408, 414 and one of the following: Chemistry 415, 422, 432, 451, 452, or an approved advanced course in molecular biology, physics or mathematics.
2. Physics 111-112 or 109-110, 113L-114L.
3. Mathematics 121-122. (A third course is required by the College for the B.S. degree.)
4. Chemistry 385-386.
5. Chemistry 485-486.

HONORS IN CHEMISTRY

1. Courses required: those listed for the B.S. degree as well as Chemistry 451 and 452.
2. An original investigation of some problem in chemistry or biochemistry, usually related to research being carried on by a member of the department, is required. A creditable thesis must be presented at the end of the project. The honors project and its outcome must be approved by the Individualized Studies Committee.
3. A public presentation on the honors work is required by the department.

COURSE OFFERINGS

NOTE: The laboratory periods referred to in the following courses indicate an afternoon period of at least three hours.

105. Topics in Chemistry.

Fall, Spring. Credits: 3.

Degree Requirements: Natural Science.

Chemical principles and information will be studied through the examination of thematic topics in the chemical sciences. Open only to non-science majors.

111. General Chemistry I.

Fall. Credits: 3.

Degree Requirements: Natural Science.

A study of the basic concepts and principles of chemistry with a particular emphasis on inorganic chemistry. Topics to be considered include stoichiometry, atomic and molecular structure, bonding, descriptive chemistry, and coordination chemistry. Prerequisite: One year of high school chemistry or consent of instructor.

Corequisite: Chemistry 111L.

111L. General Chemistry Laboratory I.

Fall. Credits: 1.

An experimental introduction to the physical and chemical properties of matter. One laboratory period a week.

Corequisite: Chemistry 111**112. General Chemistry II.**

Spring. Credits: 3.

Degree Requirements: Natural Science.

A continuation of Chemistry 111. Topics to be covered include states of matter, solutions, elementary kinetics and equilibria, acids and bases, oxidation-reduction and electrochemistry, and thermochemistry.

Prerequisites: Chemistry 111-111L.**Corequisite:** Chemistry 112L.**112L. General Chemistry Laboratory II.**

Spring. Credits: 1.

An experimental introduction to the volumetric techniques of chemical analysis. One laboratory period a week.

Prerequisites: Chemistry 111L.**Corequisite:** Chemistry 112.**122. Chemical Separations and Measurements.**

Spring. Credits: 3.

Degree Requirements: Natural Science.

A continuation of Chemistry 111 for students planning to major in the chemistry or biochemistry tracks. A detailed study of chemical equilibria with special attention given to ionic systems and acid-base reactions. An introduction to the basic principles and practice of absorption spectrophotometry and electrochemistry. A unified treatment of all types of chromatography.

Prerequisites: Chemistry 111-111L.**Corequisite:** Chemistry 122L.**122L. Chemical Separations and Measurements Laboratory.**

Spring. Credits: 2.

Practical laboratory experiments which provide the foundation for the material covered in Chemistry 122. Two laboratory periods per week.

Corequisite: Chemistry 122.**180. The Art and Science of Early Italian Painting.**

Spring. Credits: 3.

An interdisciplinary course in which students study the art and science of early Italian painting. Students will produce their own panel painting using original techniques and analyze the scientific principals involved in creating such works. Students will also investigate the cultural, historical, and stylistic context in which Italian art was produced ca. 1250-1500. Two lectures and one lab per week. (Course offered in alternate years; scheduled for 2005-2006.)

Prerequisites: One year of high school chemistry or the equivalent.**211-212. Introductory Organic Chemistry.**

Fall, Spring. Credits: 3-3.

Degree Requirements: Natural Science.

A general survey of elementary theory, preparation, reactions, and properties

of the compounds of carbon, both aliphatic and aromatic, containing the most important functional groups.

Prerequisites: Chemistry 112-112L or 122-122L

Corequisite: Chemistry 211L-212L.

211L-212L. Organic Chemistry Laboratory.

Fall, Spring. Credits: 1-1.

Emphasis is placed upon synthesis and the common laboratory techniques encountered in organic chemistry. One laboratory period a week.

Corequisite: Chemistry 211-212.

310. Methods in Biochemistry and Cell Biology.

Fall. Credits: 2.

This course will provide instruction in the theory and application of a variety of research techniques dealing with the structure and function of proteins in biological systems. Techniques to be studied include enzyme assays and characterization, peptide sequencing, polyacrylamide gel electrophoresis, antibody production, immunoblotting, and immunofluorescence microscopy. This course can count as laboratory credit to accompany Biology 307 or Chemistry 414 or both. One hour of lecture and three hours of laboratory per week plus independent work. Same as Biology 310.

Prerequisites: Chemistry 112-112L (or 122-122L) and at least junior standing, or permission of instructor.

311-312. Physical Chemistry.

Fall, Spring. Credits: 3-3.

An introduction to the fundamental study of chemical phenomena using primarily the techniques of thermodynamics, quantum mechanics, and statistical mechanics.

Prerequisites: Chemistry 112-112L or 122-122L, Physics 111-112, 113L-114L and Mathematics 122.

Corequisite: Chemistry 311L-312L.

Recommended corequisite: Mathematics 223.

312L. Physical Chemical Laboratory.

Fall, Spring. Credits: 2.

Experimental study of physico-chemical systems, using research-oriented techniques. Designed to be taken with Chemistry 311-312. One laboratory period a week.

385-386. Chemistry Junior Seminar.

Fall, Spring. Credits: 0-1.

A seminar course required of all junior chemistry majors. The course consists of participation in departmental seminars, as well as instruction and discussion on information retrieval in chemistry and on technique and practice in oral presentation.

406. Instrumental Analysis.

Fall. Credits: 4.

A study of the principles and practice of absorption and emission spectroscopy, mass spectrometry, electroanalytical chemistry, chromatography, radiochemical methods, infrared and nuclear magnetic resonance spectroscopies. Emphasis is placed on understanding the major instrumental tools a chemist may use to study chemical phenomena. Two lectures and two laboratory periods a week.

Prerequisites: Chemistry 112-112L (or 122-122L), 211-212, 211L-212L, 311-312, and 312L, or permission of instructor.

408. Advanced Inorganic Chemistry.

Spring. Credits: 3.

A survey of experimental and theoretical inorganic chemistry, with emphasis on topics of current interest. Six laboratory periods during the semester.

Prerequisites: Chemistry 122-122L, 211-212, 211L-212L, 311-312, and 312L.

Recommended corequisite: Chemistry 406.

414. Biochemistry.

Fall. Credits: 3.

A survey of the chemistry of carbohydrates, lipids and proteins, and their metabolism in living organisms. The kinetics and bioenergetics of enzymatic reactions in metabolic pathways will also be studied.

Prerequisites: Chemistry 112-112L (or 211-212) and 211L-212L, or permission of instructor

415. Advanced Biochemistry.

Spring. Credits: 3.

A study of the flow of genetic information from DNA to proteins, including transcription, mRNA processing, and translation. Aspects of molecular physiology will also be investigated.

Prerequisites: Chemistry 414.

422. Advanced Organic Chemistry.

Spring. Credits: 3.

Modern theories of organic chemistry with emphasis on advanced synthetic methods and reaction mechanisms.

Prerequisites: Chemistry 211-212 and 211L-212L.

432. Advanced Physical Chemistry.

Fall. Credits: 3.

A continuation of Chemistry 312, with more detailed treatments of quantum chemistry, statistical mechanics, and spectroscopy.

Prerequisites: Chemistry 311-312, and 311L-312L, Mathematics 122.

442. Polymer Chemistry.

Spring. Credits: 3.

The study of macromolecules and polymer systems, emphasizing their organic chemical structure. Polymerization technologies covered will include step, chain, and ring-opening polymerizations. Structural features covered will include macroscopic physical properties and phenomena involving synthetic and naturally occurring polymers.

Prerequisites: Chemistry 211-211L and 212-212L.

451, 452. Introduction to Research.

Fall, Spring. Credits: 1-3,1-3.

Original investigations undertaken by junior and senior chemistry majors of chemical or biochemical problems usually related to research being carried on by members of the department. A maximum of 12 credit hours may be earned. For degree purposes three semester hours of 451 and/or 452 will be equivalent to a course even if these hours are not all taken in the same semester. Sophomores interested in research should pursue such interest through Directed Inquiries.

460. Chemistry Internship.

Fall, Spring. Credits: 1-3, 1-3.

A course designed to give students practical experience in chemical research and technology, guided by a chemical professional mentor. Students may work on or off campus, depending upon the preferences of the sponsoring company or institution. Examples of possible work arenas are chemical manufacturing studies, product discovery or improvement Research & Development, or forensic characterization. Students will be required to submit a written report and give an oral presentation at the end of the internship.

Prerequisites: Chemistry 211-212, and permission of the Departmental Program Director. Pass/fail basis only. Chemistry 460 does not satisfy an upper level Chemistry course requirement for the major.

485-486. Chemistry Senior Seminar.

Fall, Spring. Credits: 0-2.

A seminar course required of all senior chemistry majors. The course is designed to promote independent thinking, integration of topics in chemistry, and to provide practice in group discussion and in written and oral presentation.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6.

Open to candidates for honors in chemistry. Includes supervised honors research in a chemical or biochemical field of study.

Prerequisites: Departmental permission.

ECONOMICS AND BUSINESS ADMINISTRATION

PROFESSORS

Daniel G. Arce. 2000. Robert D. McCallum Professor of Economics. B.A., Olivet College; M.A., Western Michigan University; Ph.D., University of Illinois at Urbana-Champaign. (Managerial economics, industrial organization, economic theory.)

Marshall E. McMahon. 1972. B.A., University of the South; Ph.D., Vanderbilt University. (History of economic thought, business ethics.)

ASSOCIATE PROFESSORS

Dee Birnbaum. 1991. B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil. and Ph.D., City University of New York. (General management, human resource management.)

Pamela H. Church. 1988. Director, M.S. in Accounting Program. B.S., M.S., University of Memphis; Ph.D., University of Houston. C.P.A. (Accountancy.)

Deborah N. Pittman. 1992. B.A., Rhodes College; M.S. and Ph.D., University of Memphis. C.P.A., C.F.A. (Finance.)

John M. Planchon. Chair. 1986. A.B. and M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing, marketing management, business policy.)

ASSISTANT PROFESSORS

Teresa A. Beckham Gramm. 1999. B.A., Agnes Scott College; Ph.D., University of North Carolina at Chapel Hill. (International economics, econometrics, macroeconomics.)

Marshall K. Gramm. 2000. B.A., Rice University; Ph.D., Texas A & M University. (Public economics, econometrics.)

Guy McClain. B.A. Louisiana Tech University; M. Acc. University of Mississippi; Ph.D. candidate, University of Arkansas.

C. Nicholas McKinney. 2003. B.A., B.S., Centenary College of Louisiana; Ph.D., Texas A & M University. (Experimental economics, applied microeconomics.)

INSTRUCTOR

Ferron Thompson. 2001. B.A. Vanderbilt University; M.S. University of Memphis. C.P.A. (Accountancy.)

STAFF

Linda C. Gibson. Departmental Assistant. B.A., Vanderbilt University; M.L.S., George Peabody College.

The Department of Economics and Business offers three majors to meet students' particular interests and career goals: Economics, Business, and Economics and Business. There are two tracks within the Business major: General Business and International Business.

Master of Science in Accounting. A more concentrated study of accounting may be undertaken in the M.S. in Accounting Program offered by the Department of Economics and Business. Students who have completed an undergraduate degree in the Department of Economics and Business and who have taken the appropriate accounting courses can finish the requirements of the M.S. in Accounting degree in two additional semesters of study. For a complete listing of courses and degree requirements in the M.S. in Accounting program, see the section on Master of Science in Accounting.

REQUIREMENTS FOR A MAJOR IN ECONOMICS

A total of thirty-six (36) credits as follows:

1. Economics 101-102, 290, 302, 307, 486.
2. Five courses from Economics 205, 210, 265, 312, 323, 331, 333, 407, 420; with at least one from each of the following areas:
 - a. Economics 312, 323, 331, 333.
 - b. Economics 407, 420.
3. Mathematics 115. (For graduate study, Math 121 and 122 should be considered.)
4. Recommended: Mathematics 107. Students planning on attending graduate school should take both Economics 407 and 420.

REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION

General Business Track

A total of forty-two (42) credits as follows:

1. Economics 101-102, 290, 302, 307.
2. Business Administration 241, 243, 351, 361, 371, 486.
3. One course from each of two of the following areas:
 - a. Accounting: Business Administration 341.
 - b. Finance: Business Administration 452, 454.
 - c. Management: Business Administration 466, 463.
 - d. Marketing: Business Administration 472, 473.
 - e. Quantitative methods: Business Administration 375.
4. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
5. Recommended: Mathematics 107, Philosophy 304.

International Business Track

A total of forty-eight (48) credits as follows:

1. Economics 101-102, 290, 302, 307, and either 210 or 312.
2. Business Administration 241, 243, 351, 361, 371, 454, 463, 473, 486.
3. Mathematics 115. (For graduate study, see note above concerning mathematics requirement).
4. Foreign Language proficiency in or completion of course of study in a foreign language through the second full year at the college level.
5. Recommended: Mathematics 107, Philosophy 304.

REQUIREMENTS FOR A MAJOR IN ECONOMICS AND BUSINESS ADMINISTRATION

A total of fifty-one (51) credits as follows:

1. Economics 101-102, 290, 302, 307, 486.
2. Business Administration 241, 243, 351, 361, 371, 486.
3. Two courses from Economics 205, 210, 265, 312, 323, 331, 333, 407, 420; with at least one from Economics 407, 420.
4. One course from each of two of the following areas:
 - a. Accounting: Business Administration 341.
 - b. Finance: Business Administration 452, 454.
 - c. Management: Business Administration 466, 463.
 - d. Marketing: Business Administration 472, 473.
5. Recommended: Mathematics 107, Philosophy 304.

REQUIREMENTS FOR A MINOR IN ECONOMICS

A total of twenty-one (21) credits in Economics as follows:

1. Economics 101-102, 290; at least one from Economics 302, 307.
2. Additional electives are Economics 205, 210, 265, 312, 323, 331, 333, 407, 420.

3. Mathematics 115.
4. Students who major in Business Administration may not minor in Economics.

REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION

A total of twenty-one (21) credit hours as follows:

Option I

Economics 101, 102, 290.

Business Administration 241, 351, 361, 371.

Option II

Economics 101, 102, 290.

Business Administration 241 and 243.

Two additional courses from the following: Business 341, 342, 351.

HONORS IN ECONOMICS

1. Requirements for a major in Economics.
2. Economics 495-496.
3. A substantial research paper in an area of special interest to the candidate.
4. An oral examination on the research paper.

All honors students must meet eligibility criteria established for the Honors Program.

HONORS IN BUSINESS ADMINISTRATION

1. Requirements for a major in Business Administration.
2. Business 495-496.
3. A substantial research paper in an area of special interest to the candidate.
4. An oral examination on the research paper.

All honors students must meet eligibility criteria established for the Honors Program.

COURSE OFFERINGS

Generally, courses with numbers ending in 00 through 39 are economics courses, those ending in 40 through 79 are business courses, and those ending in 80 through 99 are both. Within business, the course numbers indicate the particular area: 40s-accounting and related areas, 50s-finance, 60s-management, and 70s-marketing.

101-102. Introduction to Economics.

Fall, Spring. Credits: 4-3.

Degree Requirements: Social Science.

A survey of economic analysis and institutions combining economic theory with a discussion of applications to the U. S. economic system for majors and non-majors. First semester (microeconomics): Study of the behavior of consumers and firms in competitive and noncompetitive markets, and the consequences of this behavior for resource allocation and income distribution. Consideration of government's role in competitive and noncompetitive markets. Second semester (macroeconomics): Study of the determination of the domestic levels of income, output, employment and prices; study of international trade and finance. Consideration of economic growth and international trade. Must be taken in sequence, but students can take Economics 101 without taking 102.

205. Public Economics.

Spring. Credits: 4.

An examination of public sector economics. The structure of the major revenue

raising and expenditure operations of the government will be analyzed using microeconomic tools to determine their allocative and distributive effects. Additional topics include an introduction to public choice theory and an examination of market failures and public policy responses to them. Typically offered every other year.

Prerequisites: Economics 101-102 or may be taken concurrently with Economics 102.

210. International Economics.

Fall. Credits: 4.

A study of the theory, institutions, and commercial policies of international trade and finance. Barriers to free trade; private and public policies; international monetary problems and solutions with emphasis on balance-of-payments disequilibrium, its causes and adjustments and the current need for international liquidity and monetary reform.

Prerequisites: Economics 101-102.

265. Topics in Economics.

Fall, Spring. Credits: 1-4.

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

Prerequisites: Economics 101-102 and permission of the instructor.

290. Statistical Analysis for Economics and Business.

Fall, Spring. Credits: 4.

Drawing conclusions from limited information is a common characteristic of decision making in economics and business. Although this course is designed to introduce the student to basic concepts of probability and statistics as applied to topics in Economics and Business Administration, emphasis will be placed on the use of statistical inference to reduce the impact of limited information or uncertainty in decision-making. Topics will include descriptive statistical measures, probability, random variables, probability distributions, sampling distributions, point and interval estimation, hypothesis testing, time series analysis, regression and the use of index numbers.

Prerequisites: Economics 101 or permission of the instructor.

302. Intermediate Macroeconomic Theory.

Fall, Spring. Credits: 4.

A study of the determinants of national income, its fluctuation and growth. Contemporary fiscal and monetary theories are analyzed in connection with the causes and control of economic growth and fluctuations.

Prerequisites: Economics 101-102.

307. Managerial Economics.

Fall, Spring. Credits: 4.

Development and practical application of tools of supply, demand, cost, capital, and profit analysis, including quantitative models, to decision-making in a business enterprise. Additionally, a study of the problems of economic measurement and forecasting methods, business planning, product strategy, and location analysis. Extensive use of cases.

Prerequisites: Economics 101-102, and 290.

312. Economic Development.

Spring. Credits: 4.

Problems of economic development and growth; interaction of economic and non-economic factors, population and the labor force, capital requirements, market development, foreign investment and aid, and role of government. Comparison of the growth of advanced and developing economies. Policy measures to promote development and growth.

Prerequisites: Economics 101-102.

323. Classical and Marxian Political Economy.

Fall. Credits: 4.

The writings of Adam Smith and of Karl Marx had a profound and lasting influence on the way people think about the world. The Industrial Revolution that took place in the interim between the publications of the works of these two thinkers literally changed the world. This course focuses on the most important works of Smith and Marx and on the economic events taking place in eighteenth and nineteenth century England that continue to affect the way we think and live. The works of other Classical Economists are also examined.

Prerequisites: Economics 101-102 or may be taken concurrently with Economics 102.

331. Labor Economics.

Spring. Credits: 4.

Degree Requirements: Social Science.

This course covers standard labor economic theory. Topics include market equilibria, the demand for and supply of labor (Including human fertility, human, capital, hours of work, and labor force participation), wage levels and differences (Including discrimination), union and government as labor market forces.

Prerequisites: Economics 101.

333. Health Economics.

Fall. Credits: 4.

Degree Requirements: Social Science.

This course covers standard health economic theory. Economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, pricing of services, cost of care, financing, mechanisms, and their impact on the relevant markets.

Prerequisites: Economics 101.

407. Game Theory.

Fall. Credits: 4.

The issues of strategic interaction and information asymmetry have come to the forefront of virtually every functional field in economics and business. This course represents an introduction to how game theory is used as a tool to model and to solve questions of strategy as they arise in a variety of economic situations and events in the world. Modeling topics to be covered are strategic and extensive form games, Bayesian decision-making, and evolutionary stability. Possible applications include bargaining, international collective action, the credibility of macroeconomic policy, learning, and signaling.

420. Econometrics.

Fall. Credits: 4.

Economic theory is mainly concerned with relations among variables.

Econometrics is concerned with testing the theoretical propositions embodied in these relations to show how the economy operates, and with making predictions about the future. Topics covered in this course include the general linear model, qualitative variables and time series analysis.

Prerequisites: Economics 101-102, 290, and Math 115.

450. Washington Semester: Economic Policy.

Fall, Spring. Credits: 12 or 16.

A sixteen-week study of the making of economic policy in Washington, D in conjunction with American University. Consists of an 8-credit seminar, a 4-hour internship and an optional 4-hour research project. Those not choosing a research project may enroll in another course for transfer.

Prerequisites: Consent of department. Special financial arrangements with the College are required.

486. Senior Seminar in Economics.

Spring. Credits: 4.

Senior Seminar offers students the opportunity to integrate and extend their understanding of the various areas of economic theory and policy studied as an economic major. The focus of the seminar is development of the ability to critically appraise analytical models' appropriateness and usefulness. Students will discuss, present and defend economic policy and research.

Prerequisites: Economics 290, 302, 307; 407 or 420 or permission of the instructor; senior status.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-4.

Open to candidates for Honors in Economics or Business Administration.

Prerequisites: Departmental permission.

BUSINESS ADMINISTRATION

241. Financial Accounting.

Fall, Spring. Credits: 4.

Principles of financial accounting that are used to communicate financial information to external parties. The study of financial accounting provides a strong foundation for future courses in business and finance. The student is introduced to accounting concepts, how to record transactions for the three legal forms of business organizations, and how to prepare financial statements. Use is made of tutorial software.

243. Cost Accounting.

Fall, Spring. Credits: 4.

Analysis of cost accounting techniques and applications relative to managerial planning, control, and decision-making. Topics include measurement of unit costs, control of operating costs, incremental decision-making, production cost reports, cost variances, and profit planning. Computer spreadsheets and cases are used to analyze cost accounting data and to simulate managerial accounting decisions.

Prerequisites: Economics 101-102 and Business Administration 241.

246. Law of Basic Commercial Transactions.

Spring. Credits: 4.

Introduction to legal concepts in those areas of the law essential to commercial transactions, including creation and performance of contracts for the sale of goods

and other property, negotiable instruments, real and personal property, leases, and wills and estates. The course will be taught largely utilizing the case method and problem approach, with an emphasis on how legal concepts are applied to specific factual situations.

261. Business Ethics.

Fall. Credits: 4.

Degree Requirements: Humanities.

Topics covered in this course include: ethical theory, gender and diversity issues, worker safety, international business ethics, regulation, insider trading, product safety, labor conflict and strikes, and a number of others that are either programmed or raised by students. Students will be called upon to understand and apply philosophical, economic and sociological concepts related to ethical reasoning and argument to business decision-making and conduct. Case material, videos, class discussion, and student presentations will be used to supplement readings

265. Topics in Business Administration.

Fall, Spring. Credits: 1-4.

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different.

Prerequisites: Economics 101-102 and permission of the instructor.

341-342. Intermediate Accounting Theory.

Fall, Spring. Credits: 4-4.

Accounting theory, from both the theoretical and practical viewpoints. Covers the foundation of accounting theory, the accounting and reporting process, and the impact of the recent pronouncements from FASB, AICPA, AAA, and SEC. Should be taken in sequence.

Prerequisites: Economics 101-102 and Business 241. Business Administration 243 recommended.

345. Federal Income Tax.

Fall. Credits: 4.

An introduction to the principles of taxation applicable to individuals and businesses, including determination of income, deductions, exemptions, capital gains and losses, depreciation, employee expenses, alternative minimum tax, and property transactions. The course emphasizes taxation of individuals, but introduces corporate and partnership taxation as well. Coverage includes the theory and purpose of taxation, the impact of taxes on management decisions, and the evolution of the tax system over time. A computer tax service and a computer tax preparation program are utilized for tax research and simulation of financial decisions involving complex tax issues.

Prerequisites: Economics 101-102 and Business Administration 241.

351. Financial Management.

Fall, Spring. Credits: 4.

The main objectives of the financial manager are to plan for, acquire, and use funds in an efficient manner in order to maximize the value of the firm. This course introduces the discounted cash flow model, modern portfolio theory, the capital asset pricing model, and the static theory of capital structure. Major topics covered include decision-making under uncertainty, cost of capital and valuation, history of capital markets, and financial analysis. Students are introduced to computerized

financial spreadsheets, case studies, and contemporary financial issues.

Prerequisites: Economics 101-102, 290, and Business Administration 241.

361. Management of Organizations.

Fall, Spring. Credits: 4.

Survey of organizational behavior and organization theory. Initially, the course covers fundamental issues such as theory construction, the difference between theoretical and non-theoretical models and theory testing as a basis for analyzing management models. The second part of the course focuses on micro issues such as theories of work motivation, leadership and selected topics such as tokenism and political behavior. The third part of the course deals with macro issues such as organizational structure, technology/work design, intraorganizational conflict, and the organizational/environmental interface. Throughout the second and third parts of the course, both theory application and theory evaluation are emphasized.

Prerequisites: Economics 101 or permission of instructor.

371. Marketing Management I.

Fall, Spring. Credits: 4.

An introduction to the study of marketing as an exchange process: the theoretical underpinnings of how transactions in the marketplace are initiated, motivated, facilitated, and consummated. Topics include the basic role marketing plays in the economy; the ways marketing is planned and executed; students gain experience in applying marketing theory by competing in a computer simulation.

Prerequisites: Economics 101 or the permission of the instructor.

375. Business Research.

Fall or Spring. Credits: 4.

An examination of the strengths and limitations of business research, including the impact of research on managerial decision-making. Topics covered will include research design, sampling, psychological measurement, survey and experimental methodology, and statistical analysis of business market data. Students conduct research and present findings on a consulting basis to a local business.

Prerequisites: Economics 290 and two of the following: Business 351, 361, 371.

448. Auditing.

Spring. Credits: 4.

Conceptual approach to auditing process, procedures, communications and professional environment which includes auditing standards, legal responsibilities and professional ethics.

Prerequisites: Business Administration 341-342.

450. Washington Semester: International Business and Trade.

Fall, Spring. Credits: 16.

A sixteen-week program in Washington, D.C., in conjunction with American University. Consists of an eight-hour seminar, a four-hour internship and an optional three-hour course for transfer. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University.

Prerequisites: Consent of Department. Special financial arrangements with the college are required.

452. Cases in Managerial Finance.

Fall. Credits: 4.

Application of financial theories introduced in Financial Management (Business 351) to actual business problems using quantitative and qualitative techniques. Presented with debatable alternatives, students analyze, choose, and defend their ideas and a course of action. Corporate finance theories are reexamined in conjunction with their related cases. Case topics include financing current operations, long-term financing, investment decisions, signaling with dividend and debt policies, and mergers and acquisitions. Contemporary corporate financial issues are examined, as well as financial ethics. Extensive use of computerized financial spreadsheets. Students are organized into teams for case preparation.

Prerequisites: Business Administration 351. Must be taken concurrently with Business Administration 472.

454. International Finance.

Spring. Credits: 4.

Introduction to the environment of international financial management, including the international monetary system, balance of payments, and parity conditions in the foreign exchange market. Presentation of foreign exchange markets, international investment analysis, international capital markets and derivatives, using concepts learned in Business 351: the efficient market hypothesis, discounted cash flow analysis, modern portfolio theory, and static capital structure theory. Students are also exposed to financial engineering and option theory in order to understand foreign exchange forward and futures contracts and foreign exchange options, which are important hedging securities. Case studies included. Use of computerized spreadsheet required.

Prerequisites: Business Administration 351

460. Internship.

Fall, Spring. Credits: 4-6.

The internship program provides an experiential approach to the learning process and affords economics and business administration students the opportunity to work in both business and nonprofit organizations for academic credit. Internship placements are designed to complement learning goals and career plans by allowing the student to apply theoretical principles learned in the traditional classroom. Placements are arranged by the Director of Career Services and work schedules are arranged by the student and the on-site supervisor. Typically students work on specific projects related to their career interest and compatible with the goals and interests of the sponsoring organization. Other requirements of the internship include submission of a resume and application, interview with the on-site supervisor, participation in classroom seminars which focus on long-term career planning and job search skills, completion of written self-assessment assignments made by the faculty director, and the writing of a comprehensive paper. Internships are available to second-semester junior and senior economics or business majors with possible availability to majors from other departments. Arrangements for internships are made the semester prior to the actual experience. Prerequisite courses appropriate to the specific internship experience are required. Under special circumstances, the number of credit hours may vary from 1 to 6, but under no circumstances will more than 6 credits be allowed to count toward the credits required for graduation.

463. International Management.

Fall. Credits: 4.

Explores the application of management models to international business decisions in the areas of work design, organizational structure, strategic planning and human resource/personnel management. The focus is on the usefulness of contemporary models across diverse cultural settings as indicated by recent empirical research.

Prerequisites: Business Administration 361.

466. Personnel and Human Resource Management.

Spring. Credits: 4.

An introduction to the functions of personnel/human resource management. Topics covered include human resource planning, training and development, wage and salary administration, selection instrument validation, employee performance evaluation, and employee relations. Special attention is given to the use of information systems for managing personnel functions. A computer/library project that focuses on the relationship between work attitudes and work behavior is required.

Prerequisites: Business Administration 361 and Economics 290 (or Psychology 211).

472. Marketing Management II.

Fall. Credits: 4.

Focus is on the management of the marketing process in order to develop effective marketing strategies and the components of market and environmental analysis: customer and competitor, industry, government, and the business itself. Through the use of case studies and computer application of marketing models, attention is given to the development of an analytical structure for determining acceptable marketing strategies.

Prerequisites: Economics 290 and Business Administration 371 and 243. Must be taken concurrently with Business 452.

473. International Marketing.

Spring. Credits: 4.

An introduction to the global marketing environment, with an examination of how international business variables affect the marketing process. Objectives include understanding the differences between domestic and international marketing, providing a framework for analyzing major risks and opportunities in foreign markets, and developing techniques for preparing and implementing strategic marketing plans through the use of case studies.

Prerequisites: Business Administration 371.

486. Senior Seminar in Business Administration.

Spring. Credits: 4.

A study of the theory and practice of setting and administering business policy, this course integrates the student's previous study of economics and business administration. Emphasis is on appraising a company's performance and strategy considering general social and economic conditions, as well as the internal conditions of the firm; developing objectives, policies and plans; and developing, guiding, and maintaining an administrative organization to carry out the plans and meet the objectives.

Prerequisites: Economics 290 and Business Administration 243, 351, 361 and 371; senior status.

EDUCATION

PROFESSOR

Mark V. Smith. 2001. Distinguished Service Professor of Education and Program Director. B.S., The University of Tennessee; M.Ed. and Ed.D., The University of Memphis.

Rhodes College offers a Minor in Education which subscribes to the following principles:

- That students enrolled in strong liberal arts programs are best prepared to teach in the PK-12 setting by first earning a baccalaureate degree in their chosen teaching field.
- That for students seeking licensure, the next step should be completion of a graduate degree in a professionally oriented teacher licensure program.
- That by completing the Minor in Education students will be more prepared to select and complete a graduate program in education that is most appropriate for their desired career in education or will be prepared to enter one of the many alternative pathways to a teaching position.

Based upon these principles, the Education Program at Rhodes has undergone recent and significant change and has integrated the following attributes into the program:

- The strengths of the liberal arts curriculum of Rhodes College;
- The Vision and traditions of Rhodes College;
- Opportunity for field experiences in the diverse Memphis and Mid-South Community, especially through a service learning approach;
- Engagement with current practitioners in classes and in field experiences;
- The flexibility to tailor the Minor in Education to fit student interest and career goals (e.g., elementary education, secondary education, higher education, counseling, school psychology, etc.);
- Opportunity for a smooth and successful transition into graduate education programs (for licensure); and,
- A required cumulative experience for research and/or internship in education with the possibility of doing this through a study abroad experience.

REQUIREMENTS FOR A MINOR IN EDUCATION

The Minor in Education requires a minimum of 22 credits:

1. Education 201, 355, and 2 or 4 credits selected from Education 451, 460, or an approved study abroad experience in education.
2. Psychology 222 and 3 credits selected from Psychology 150, 230, 311, 323, 326, 327, and 329.
3. Philosophy 270.
4. Three credits selected from Anthropology/Sociology 205, 300; History 244; Philosophy 206, 304; Religion 232; and other approved courses in Political Science, Religious Studies, and Urban Studies.

LICENSURE TO TEACH

Licensure to teach is a function of state government offered through colleges and universities approved by their respective state departments and boards of education. Rhodes College has recently elected not to offer a teacher licensure program and recommends that students enrolling in liberal arts colleges like Rhodes seek licensure to teach through enrollment in professionally oriented graduate education programs. Rhodes students interested in earning licensure should meet with the Program

Director to explore both traditional and non-traditional paths to licensure.

It should be understood that licensure programs nationwide are currently undergoing numerous and significant changes. Thus, students interested in earning licensure should stay abreast of changes in the requirements of any state in which they plan to teach. Licensure is generally transferable from one state to another, usually without additional requirements.

See www.rhodes/academics/education.edu for additional information and for links to state licensing offices and selected graduate education programs.

COURSE OFFERINGS

201. Foundations of Education.

Fall, Spring. Credits: 4

Degree Requirements: Social Science

Foundations of Education provides an overview of the system of American education and the development and application of current educational practices. Specific course topics include: history and philosophy, legal and political aspects, school finance, professional expectations, best practices, and specific challenges related to teaching and learning in today's society.

355. Principles of Curriculum and Instruction.

Spring. Credits: 4

This course focuses on the development of the pedagogical knowledge, skills, and dispositions appropriate for successful teaching and provides opportunities for the student to apply the principles learned in the course. Special attention is given to the Ten Core Principles developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The Curriculum and Instruction course is a service learning course in that each student is required to serve as a tutor in a PK-12 setting.

Prerequisites: Education 201 and junior standing.

451. Directed Research.

Spring. Credits: 2 or 4

Students enrolling in the Directed Research course propose a research topic to the Education Program Director and once approved, conduct appropriate research on the topic. The course serves as a cumulative experience for the Minor in Education. Requirements will vary as to the selected topic and will include: regular meetings with the assigned faculty member, scholarly research, a mid-term report, and a final written report. An oral presentation will be made to an appropriate group or class.

Prerequisites: Education 201 and 355, junior/senior standing, and presentation of an acceptable prospectus for the research project.

460. Internship in Education

Spring. Credits: 2 or 4.

The Internship in Education is arranged on an individual basis and is designed to meet the identified needs and/or interests of the student. The internship serves as a cumulative experience for the Minor in Education. The internship will have a specific focus and the enrolled student will complete a minimum of 40 hours of field experience per credit earned as well as a scholarly reflective paper. An oral report will be made to an appropriate class or group.

Prerequisites: Education 201 and 355, junior/senior standing, and presentation of an acceptable prospectus for the internship.

PROFESSORS

Jennifer Brady. 1984. B.A., University of Toronto; M.A. and Ph.D., Princeton University. (Jonson, Dryden, Seventeenth-century literature.)

Michael Leslie. 1993. Dean, British Studies at Oxford. The Connie Abston Chair of Literature. B.A., University of Leicester; Ph.D., University of Edinburgh. (Renaissance literature, literature and the visual arts.)

Brian W. Shaffer. 1990. Associate Dean of Academic Affairs. The Charles R. Glover Chair of English Studies. B.A., Washington University; Ph.D., University of Iowa. (Twentieth-century British literature, modern novel.)

ASSOCIATE PROFESSORS

Tina Barr. 1997. B.A., Sarah Lawrence College; M.F.A., Columbia University; M.A. and Ph.D., Temple University. (Creative writing, twentieth-century literature.)

Gordon Bigelow. Chair. 1998. B.A., Brown University; M.A., University of New Hampshire; Ph.D., University of California, Santa Cruz. (Nineteenth-century British and Irish literature, cultural studies.)

Marshall Boswell. 1996. The T. K. Young Professorship of English Literature. B.A., Washington and Lee University; M.A., Washington University; Ph.D., Emory University. (Comparative fiction, creative writing.)

ASSISTANT PROFESSORS

Thomas F. Cohen. 2001. B.A., New York University; M.A. and Ph.D., University of Florida. (Film studies.)

Rebecca Finlayson. 2001. Director of the Writing Center, Director of the Rhodes Summer Writing Institute. B.A., Smith College; M.A. and Ph.D., Emory University. (Rhetoric and composition.)

Daniel Gates. 2002. B.A., Seattle Pacific University; Ph.D., University of Notre Dame. (Renaissance literature.)

J. Edward Mallot. 2005. B.A., Missouri; Ph.D., University of Iowa. (Twentieth-century British and contemporary postcolonial literature.)

Rebecca Edwards Newman. 2005. B.A., University of Cambridge; M.A., University of York; Ph.D., University of Cambridge. (Romanticism.)

Leslie Petty. 2003. B.A., Emory University; M.A., Louisiana State University; Ph.D., University of Georgia. (American literature.)

Stephen Schottenfeld. 2003. B.A., University of Michigan, Ann Arbor; M.A., Johns Hopkins University; M.F.A., University of Iowa. (Creative writing.)

Susan Uselmann. 2004. B.A., University of Michigan, Ann Arbor; M.A. and Ph.D., University of Wisconsin, Madison. (Medieval literature.)

STAFF

Lorie W. Yearwood. Departmental Assistant. A.A.S., Southwest Tennessee Community College.

The Department of English offers courses in expository and creative writing, in film, and in the rich body of literature written in English. Students majoring in English choose between a concentration in the study of literature and a concentration in writing.

British Studies at Oxford. This summer study program offers more courses in English literature than in any other discipline. Credit earned in the program is directly credited as Rhodes College work. Professor Michael Leslie, a member of the

English department, serves as Dean of the program, which is more fully described in the section concerning Foreign Study.

The Writing Center. The department oversees a writing service available to all Rhodes students. Student tutors, all majors in the department, are available daily to assist students with written work. The Writing Center will report the results of the tutoring to the professor for whom the written work is done.

REQUIREMENTS FOR A MAJOR IN ENGLISH

A total of fifty (50) credits as follows:

Track I: Concentration in Literature

1. Three (3) courses in English literature written before 1800, at least two of which must be at the 300 level (i.e., 230, 260, 315-341)
2. Either English 332 or 385, to be taken by the end of the junior year (may also satisfy #1 or #5)
3. English 485
4. English 483-484 (2 credits)
5. Eight (8) additional courses in English, 200 or above, at least 6 of which must be in literature.

Of the above required courses, a minimum of eight 4-credit courses must be numbered 300 or above. (English 460 does not fulfill this requirement.)

Track II: Concentration in Writing:

1. One course in English literature written before 1800 at the 300 level (i.e., 315-341)
2. Either English 332 or English 385, to be taken by the end of the junior year
3. Four additional courses in literature (one film course or internship may be counted in this category)
4. Five courses chosen from English 200, 201, 203, 204, 300, 301, 310, 311 or a writing course in any other department, subject to approval by the English Department. The five courses (20 credits) must include both 300-level workshops in the student's major genre (fiction, poetry), at least one of which must be taken in the junior year.
5. English 481-482 (2 credits)
6. English 485

Of the above required courses, a minimum of eight 4-credit hour courses must be numbered 300 or above. (English 460 does not fulfill this requirement.)

Note: Those considering the concentration in writing should contact one of the creative writing professors for early advising, preferably by the end of the first year.

REQUIREMENTS FOR A MINOR IN ENGLISH

A total of twenty (20) credits as follows:

1. Two courses at the 200 level
2. Three additional courses in English numbered 300 or higher

HONORS IN ENGLISH

1. Courses required: fulfillment of the requirements for a major in English; English 495-496.
2. A substantial, in-depth thesis
3. Approval by the English Honors Committee.

COURSE OFFERINGS

Unless otherwise noted, these courses are taught every year and in the

semesters indicated.

FIRST-YEAR WRITING COURSES

151. First-Year Writing Seminar.

Fall, Spring. Credits: 4.

Degree Requirement: F2.

A course that develops the ability to read and think critically, to employ discussion and writing as a means of exploring and refining ideas, and to express those ideas in effective prose. Individual sections of the course will explore different topics in reading, discussion, and writing. Topics are selected by individual professors and are designed to help students develop transferable skills of analysis and argumentation, applicable to the various disciplines of the liberal arts and sciences. Several papers will be required, at least one of which will involve use of the library and proper documentation. The seminar will emphasize successive stages of the writing process, including prewriting, drafting, and revision, and will provide feedback from classmates and the instructor.

155. First-Year Writing Seminar: Daily Themes.

Fall, Spring. Credits: 4.

Degree Requirement: F2.

An alternative to English 151 offered to outstanding first-year writers, by invitation only. The course is limited to 12 students who meet as a group once a week and individually with the instructor once a week. Students will turn in 5 one-page themes each week. Some research and writing will be required, and students will use their daily themes as the basis for two longer papers: one at mid-term and the other at the end of the semester.

INTRODUCTORY AND ADVANCED WRITING COURSES

200. Introduction to Poetry Writing: Form, Theory, Workshop.

Fall, Spring. Credits: 4.

A study of poetic form and theory, leading to a workshop in which students present their own poems for discussion.

Prerequisites: English 151 or the permission of the instructor.

201. Introduction to Fiction Writing: Form, Theory, Workshop.

Fall, Spring. Credits: 4.

A study of narrative form and theory, leading to a workshop in which students present their own fiction for discussion.

Prerequisites: English 151 or the permission of the instructor.

203. Introduction to Dramatic Writing.

Fall. Credits: 4.

A study of the problems, vocabulary, and tools of writing for the stage. Workshop and presentation of scenes and short plays. Cross-listed with Theater 250.

Prerequisites: English 151 or the permission of the instructor.

204. Introduction to Screenwriting.

Fall, Spring. Credits: 4.

An introduction to the basic three-act film structure. Students will read and view various screenplays and films, and develop their own film treatment into a full-length script.

Prerequisites: Must have taken a creative writing or film studies class.

300. Advanced Poetry Workshop I: Form.

Fall. Credits: 4.

Study of prosodic tradition, with an emphasis on the evolution of form as an organic process. Students will develop their own writing practices, both within received forms and by conceiving forms appropriate to their own styles. Study of poets in translation and those writing in English, across cultures and periods.

Prerequisites: English 200 and permission of the instructor.

301. Advanced Fiction Workshop I: Narrative Form.

Fall. Credits: 4.

Practice in the craft of fiction with an emphasis on elements of narrative form, including point of view, character development, plot, temporality, and tone. Includes study of narrative form and close readings of contemporary short fiction.

Prerequisites: English 201 and permission of the instructor.

310. Advanced Poetry Workshop II: Theory.

Spring. Credits: 4.

Students will work to develop their own poetry, and consider and discuss their own ideas on aesthetics, as they read and discuss theories of poetry. Study of selected essays, excerpts and letters by writers such as Aristotle, Berryman, Brooks, Coleridge, Eliot, Hass, Keats, Lawrence, Longinus, Lowell, Olson, Pound, Rilke, Shelley, Stevens, Williams, and Wordsworth. Readings of selected poems in translation and in English, across cultures and periods.

Prerequisites: English 200 and permission of instructor.

311. Advanced Fiction Workshop II: Theory.

Spring. Credits: 4.

Practice in the craft of fiction with an emphasis on narrative theory and the historical development of the short story. Students will develop their own fiction while examining short fiction from all periods of the preceding century, thereby placing their own art within its historical context. Includes study of literary movements and narrative theory.

Prerequisites: English 201 and permission of instructor.

481-482. Senior Writing Project.

Fall, Spring. Credits: 0-2.

For majors in the writing concentration. A two-semester course in which students create and assemble a portfolio of their writing in their major genre. No more than 60% of the work included in the portfolio may be revision of material produced for workshops.

INTRODUCTORY LITERATURE COURSES**210. Interpreting Literature.**

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F2, F4.

An introduction to the process of reading critically and writing perceptively about literary works, with examples from the genres of poetry, drama, and narrative. Open to first-year and sophomore students only.

215. Focus on Literature.

Fall. Credits: 4.

Degree Requirements: Humanities, F4.

A component of the First-Year Learning Community program. Open only to program participants.

220. Topics in Women and Literature.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

A study of works written by or about women, this course is an opportunity to explore the distinct issues that women, their representations, and their writing raise. Possible topics: Women's Autobiography, Contemporary Black Women Authors, and others. May be repeated once with different topic.

Prerequisites: English 151 or permission of instructor.

221. The Novel of Manners.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

A study of the evolution of the genre of the novel of manners, from the nineteenth century to its modern practitioners. Authors include: Austen, James, Wharton. This course may be counted toward a Women's Studies minor.

Prerequisites: English 151 or permission of instructor.

224. Introduction to African-American Poetry in the United States.

Spring. Credits: 4.

Degree Requirements: Humanities, F4.

This course will introduce students to African-American Poetry in the United States based on a chronological study and background reading that will provide a context for African-American aesthetic practices. Students will engage in close readings of individual poems by Wheatley, Hammon, Harper, Johnson, Dunbar, Spencer, McKay, Toomer, Cullen, Brown, Hughes, Hayden, Brooks, Knight, Clifton, Komunyakaa, Dove, and others.

Prerequisites: English 151 or permission of instructor.

225. Southern Literature.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

A study of literature written about the South, primarily but not exclusively Southern literature of the 19th and 20th centuries. Authors likely to be studied include George Washington Harris, William Faulkner, Flannery O'Connor, Thomas Wolfe, Eudora Welty.

Prerequisites: English 151 or permission of instructor.

230. Shakespeare's Major Plays.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

Selected plays from Shakespeare's major works.

Prerequisites: English 151 or permission of instructor.

235. World Drama.

Fall. Credits: 4.

Degree Requirements: Humanities, F4.

An introduction to the critical reading of dramatic texts, and to the various

implications of the genre itself. The stage will be explored not only as the site for the enactment of literary themes but also as a cultural arena where the representation of cultural values and discourses becomes contested, subverted, reaffirmed, or celebrated. The issues will also be addressed in examining the translation of theater to film.

Prerequisites: English 151 or permission of instructor.

260. Survey of English Literature I.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

Representative works of medieval, Renaissance, and 18th century literature. Specific content will vary with the instructor.

Prerequisites: English 151 or permission of instructor.

261. Survey of English Literature II.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

Representative works of the 19th and 20th centuries. Specific content will vary with the instructor.

Prerequisites: English 151 or permission of instructor.

262. Survey of American Literature.

Spring. Credits: 4.

Degree Requirements: Humanities, F4.

Representative works primarily from the nineteenth and early twentieth centuries. Specific content will vary with the instructor.

Prerequisites: English 151 or permission of instructor.

265. Special Topics.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4.

Recent topics have included the Modern Novella as well as other courses. Content may vary from year to year with the instructor. Course may be repeated as long as topics are different.

Prerequisites: English 151 or permission of instructor.

ADVANCED LITERATURE COURSES

320. Medieval Literature.

Fall. Credits: 4.

Degree Requirements: Humanities.

A study of representative works of medieval literature which may include works from the Anglo-Saxon period through the 15th century. Possible topics include: The Anglo-Saxons: Language, Literature, and Culture; The Arthurian World; Medieval Visionary Literature; Dante in Translation; the Pearl Poet; Langland and Chaucer; Women and Medieval Literature; and others. May be repeated once with different topic.

Prerequisites: Any 200-level literature course or permission of instructor.

322. Renaissance Poetry and Prose.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

A study of 16th and 17th century poetry and prose. Possible authors: Wyatt, Surrey, Sidney, Marlowe, Spenser, Shakespeare, Jonson, Raleigh, Donne, Marvell,

Herbert, Herrick, More, Bacon, Browne.

Prerequisites: Any 200-level literature course or permission of instructor. (Course offered in alternate years; scheduled for 2005-2006.)

323. Renaissance Drama.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

A study of non-Shakespearean drama of the 16th and 17th centuries. Possible dramatists: Marlowe, Jonson, Webster, Ford, Tourneur, Marston, Beaumont, Fletcher, Massinger. (Course offered in alternate years; scheduled for 2006-2007.)

Prerequisites: Any 200-level literature course or permission of instructor.

325. Chaucer.

Spring. Credits: 4.

Degree Requirements: Humanities.

Chaucer's major works.

Prerequisites: Any 200-level literature course or permission of instructor. (Course offered in alternate years; scheduled for 2007-2008.)

332. Advanced Shakespeare Studies.

Spring. Credits: 4.

Degree Requirements: Humanities.

Focused exploration of a critical problem in Shakespeare studies. The focus of the class will vary from semester to semester, but it will regularly include the study of six to eight works by Shakespeare as well as critical and historical texts. Sample subjects: Gender and its Representation; Shakespearean Historicism; Bad Shakespeare. Repeatable for credit with different subject.

Prerequisites: Any 200-level literature course or permission of instructor. Majors only.

335. Milton.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

Milton's major poetry and prose. (Course offered in alternate years; scheduled for 2006-2007.)

Prerequisites: Any 200-level literature course or permission of instructor.

336. Literature and Landscape, 1500-1800.

Fall. Credits: 4.

Degree Requirements: Humanities.

This course investigates two closely related subjects: English literature's response to changing ideas of nature and the landscape; and the response of designers of English landscapes and gardens to literature. Material studied will range from Shakespeare to Wordsworth, including both the acknowledged literary greats and lesser-known writers of the 17th and 18th centuries.

Prerequisites: Any 200-level literature course or permission of instructor.

340. Restoration Literature.

Fall. Credits: 4.

Degree Requirements: Humanities.

Literature, principally drama, of the Restoration and late seventeenth century. Authors include Dryden, Rochester, Wycherley, Etherege, Congreve, Otway, Farquhar, Behn, Vanbrugh.

Prerequisites: Any 200-level literature course or permission of instructor.

341. Eighteenth-Century Literature.

Spring. Credits: 4.

Degree Requirements: Humanities.

The class will place particular emphasis on the historical and cultural changes that resulted in the emergence of the novel as a mass market genre. Fiction by such authors as Defoe, Richardson, Fielding, Sterne, Burney, Radcliffe, and Austen, with poetry and prose by Swift, Goldsmith, Pope, Cowper, Gray, and others.

Prerequisites: Any 200-level literature course or permission of instructor.

350. Romantic Poetry and Prose.

Fall. Credits: 4.

Degree Requirements: Humanities.

Works of the major Romantic writers from Blake through Keats. Possible authors: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, DeQuincey.

Prerequisites: Any 200-level literature course or permission of instructor.

351. Victorian Poetry and Prose.

Spring. Credits: 4.

Degree Requirements: Humanities.

Works of major Victorian writers from Tennyson through Hopkins. Possible authors: Tennyson, Browning, Arnold, the Rossettis, Hardy, Hopkins, Carlyle, Ruskin, Morris, Pater, Wilde.

Prerequisites: Any 200-level literature course or permission of instructor.

355. Nineteenth-Century British Fiction.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

A study of such authors as Austen, Scott, Shelley, the Brontes, Thackeray, Dickens, Eliot, Meredith, Trollope, Stevenson, Hardy, and "minor classics."

Prerequisites: Any 200-level literature course or permission of instructor.

360. American Literature to 1880.

Fall. Credits: 4.

Degree Requirements: Humanities.

An advanced study of authors and works important to the first century of United States literature, a period of democratic social upheaval and experimental cultural nationalism. In a given year, the course may present a complete survey of the period or an in-depth study of particular authors or concerns central to it. Authors may include Cooper, Poe, Emerson, Hawthorne, Stowe, Melville, Dickinson, and Whitman.

Prerequisites: Any 200-level literature course or permission of instructor.

361. American Literature 1875-1945.

Spring. Credits: 4.

Degree Requirements: Humanities.

An advanced study of important authors and works from the Civil War to World War II, a period of self-conscious literary movements—realism, naturalism, and modernism—prompted by rapid and dramatic changes in American society. In a given year, the course may present a complete survey of the period or an in-depth study of particular authors or concerns central to it. Authors may include Twain, Howells, Chesnutt, Frost, Stein, Hemingway, Cather, Fitzgerald, Eliot, Hurston,

Hughes, and Faulkner.

Prerequisites: Any 200-level literature course or permission of instructor.

363. Twentieth-Century British Literature.

Fall. Credits: 4.

Degree Requirements: Humanities.

Major British authors of the 20th century. Possible authors: Yeats, Hardy, Eliot, Joyce, Conrad, Forster, Woolf, Lawrence, Shaw, Beckett, Wilde, Auden, Thomas.

Prerequisites: Any 200-level literature course or permission of instructor.

364. African-American Literature.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

A study of the works, mainly twentieth-century fiction, of black writers in America. Analysis of the artistic expression and vision of such writers as Chesnutt, Ellison, Hughes, Gaines, Brooks, Marshall, Walker, and Morrison will include an exploration of black aesthetics, as well as an investigation of the ways in which these authors treat personal, racial, historical, political, and gender-based issues.

Prerequisites: Any 200-level literature course or permission of instructor.

371. Modern Fiction.

Spring. Credits: 4.

Degree Requirements: Humanities.

A study of major twentieth-century works of prose fiction in English or read in translation. Possible authors: Kafka, Mann, Grass, Camus, Sartre, Proust, Nabokov, Calvino, Bulgakov, Garcia Marquez, Fuentes, Faulkner, Woolf, and others.

Prerequisites: Any 200-level literature course or permission of instructor.

373. Developments in Contemporary Literature.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

A study of the emergence of new writers after 1945, with close analysis of poems, works of fiction and plays. May be repeated with different topic.

Prerequisites: Any 200-level literature course or permission of instructor.

375. Survey of Postcolonial Literature.

Spring. Credits: 4.

Degree Requirements: Humanities.

An introduction to the crucial issues and sites of postcolonial resistance. Focusing on three genres—poetry, fiction, and drama—the course will explore the various voices, relations, and movements that comprise the literature of the Other.

Prerequisites: Any 200-level literature course or permission of instructor.

380. Topics in Literary Study.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

Exploration of special topics at a level designed for English majors. Content will vary from year to year. Course may be repeated for credit with a different topic.

Prerequisites: Any 200-level literature course or permission of instructor. (Course offered in alternate years; scheduled for 2006-2007.)

385. Topics in Advanced Literary Study.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

The focused exploration of special topics or critical problems in literary study. Topics will vary from semester to semester, and may include the intensive study of major authors, literary genres or movements, historical contexts of imaginative expression, significant themes, or critical methodologies. Courses include the study of critical texts and issues that are central to defining and interpreting their literary topic. Seminar format. Repeatable for credit with different topic.

Prerequisites: Any 200-level literature course or permission of instructor. Majors only.

483-484. Senior Paper.

Fall, Spring. Credits: 0-2.

For majors in the literature concentration. An independent project in which students will produce a sustained work of literary criticism on a topic of their choosing.

485. Senior Seminar: Critical Theory and Methodology.

Fall, Spring. Credits: 4.

An examination of selected developments in contemporary critical theory and their impact on the teaching and study of literature. Senior English majors only.

Prerequisites: English 332 or 385 or permission of instructor.

INTRODUCTORY AND ADVANCED FILM COURSES**202. Introduction to Cinema.**

Fall. Credits: 4

Degree Requirements: Humanities.

This course introduces students to the critical tools involved in the analysis of moving-image media such as film, video, and television. Students will compose essays that demonstrate a historically informed grasp of cinema's formal techniques and how these produce meaning for spectators.

Prerequisites: Eng. 151 Or equivalent. All students must attend a weekly screening.

241. History and Criticism of American Cinema.

Fall. Credits: 4.

Degree Requirements: Humanities.

This course introduces students to the history of American cinema as art and industry. Although Hollywood film provides the focus, the course may also examine independent cinema. Students will compose essays that demonstrate their grasp of film history and analysis.

Prerequisites: English 151 or equivalent.

242. World Film.

Spring. Credits: 4.

Degree Requirements: Humanities.

A chronological survey of world film, focusing on the theoretical implications of developing technologies and changing social mores, and introducing the major critical approaches to a filmic text.

Prerequisites: English 151 or permission of instructor.

245. Special Topics in Film.

Fall. Credits: 4.

Degree Requirements: Humanities.

An introductory film course open to all students. Special topics may include alternative cinema (non-fiction and experimental cinema); issues of race, gender, and class; genre studies (comedy, film noir, melodrama); and histories of various technologies and media (the advent of sound film, television, video). Course may be repeated for credit with a different topic.

Prerequisites: English 151 or permission of instructor.**381. Advanced Topics in Film.**

Spring. Credits: 4.

Degree Requirements: Humanities.

The focused exploration of a topic or genre that ties a body of films together in order to pursue issues of film criticism and theory in depth. Such topics as the following may be considered: gender and film, race and film, film adaptation, American genre films, the film auteur, screenplay writing. Includes the study of critical texts. Repeatable for credit with different topic.

Prerequisites: Any 200-level film class or permission of instructor.**382. Film Theory.**

Spring. Credits: 4.

Degree Requirements: Humanities.

The study of appropriate films in connection with a selection of theoretical texts that elaborate the problem of meaning in film. Films and readings will be roughly chronological. Requirements include mandatory attendance at film screenings, to occur outside of scheduled class hours.

Prerequisites: Any 200-level film class or permission of instructor.**SPECIAL COURSES****315. The English Language.**

Spring. Credits: 4.

A survey of the historical development of English from the Anglo-Saxon period to the present, including a consideration of the concept of language, the Indo-European system, lexicography, and issues of American English. (Course offered in alternate years; scheduled for 2006-2007.)

399. Tutorial for Honors Candidates.

Spring. Credits: 1.

Junior English majors wishing to read for honors are required to enroll in a preparatory tutorial in the spring semester. Although required for honors, enrollment in this course does not guarantee acceptance into the Honors Program.

450. Washington Semester.

Fall, Spring. Credits: 12-16.

An intensive study of journalism offered by the School of Communications at the American University in Washington, D.C., including seminars in contemporary journalism and a semester internship.

Prerequisites: Permission of department chair and special financial arrangements with the College.

455. Linguistics.

Fall, Spring. Credits: 4.

The basic principles of structural, historical, and comparative linguistics, with primary emphasis on the Indo-European family of languages.

460. Internship.

Fall, Spring. Credits: 4.

A directed internship in which students will apply analytical and writing skills learned in the classroom to situations in business, journalism, not for profit organizations, and the professions. (Pass/Fail credit only. English 460 does not satisfy an upper-level English course requirement for the major.)

465. Tutorial in One-to-One Writing Instruction.

Fall. Credits: 1.

Theoretical and applied study of one-to-one writing instruction.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-8, 4-8.

Satisfies the Senior Paper requirement. For seniors only.

Prerequisites: English 399.

PART-TIME INSTRUCTOR

Carol L. Ekstrom. B.S., Beloit College; M.S., George Washington University. (Department of Physics, Geology.)

The Earth System Science minor is described in the section on Interdisciplinary Study.

COURSE OFFERINGS**111. Earth System Science.**

Fall. Credits: 4.

Degree Requirements: Natural Science, F7.

A study of the dynamic interaction of earth, water, air, and life. Emphasis is placed on the geology of the mid-south, and the ways that geological knowledge is acquired. Three hours of lecture and three hours of lab per week, plus a week-end field trip to the Ouachita Mountains. (Course offered in alternate years, scheduled for 2007-2008.)

112. Evolution of the Earth.

Spring. Credits: 4.

Degree Requirements: Natural Science, F7.

The origin and evolution of the earth as revealed by the rocks and fossils of the earth's crust. A regional analysis of selected areas of North America is related to the broader context of global tectonics. Three hours of lecture and three hours of lab per week, plus a weekend field trip to northeastern Mississippi. (Course offered in alternate years; scheduled for 2007-2008.)

116. Global Environmental Change.

Fall, Credits: 4

Degree Requirements: Natural Science

A survey of the underlying scientific basis of the issues involved in global environmental change: greenhouse warming, deforestation, biogeochemical cycles, ozone depletion, sea-level rise, fresh-water, and toxic-waste concerns. The laboratory portion of the course involves computer modeling of relevant global systems. (Course offered in alternate years, scheduled for 2006-2007.)

214. Environmental Geology.

Spring. Credits: 4.

Degree Requirements: Natural Science, F7.

The application of geologic principles to understand the response of our environment to natural and anthropogenic forces of change. Emphasis is placed on sustainability, and the hydrologic cycle. Local environmental topics will be analyzed spatially using GIS (geographic information system).

A service-learning component of the course focuses on both campus environmental audits, and Cypress Creek. Three hours of lecture and three hours of lab per week.

301. Special Problems in Geology.

Fall, Spring. Credits: 4.

An opportunity to do research on current problems in geology.

Prerequisites: Geology 111 or 116, and approval of instructor.

460. Internship in Geology.

Fall, Spring. Credits: 4.

A program designed to introduce students to the practical applications of their academic studies. Students may work with professionals in such agencies as the U. S. Geological Survey, USGS Water Resources Division, and the Center for Earthquake Research and Information (CERI). A written and oral presentation is required at the end of the internship integrating the student's academic work and the internship project.

GREEK AND ROMAN STUDIES

ASSOCIATE PROFESSORS

Kenneth S. Morrell. 1993. Chair. B.A., Stanford University; M.A. and Ph.D., Harvard University. (Greek and Latin languages and literatures, information technology.)

David H. Sick. 1997. B.A., College of Wooster; M.A. and Ph.D., University of Minnesota. (Greek and Roman religion, Indo-European mythology, Roman social history, Greek and Latin languages.)

ASSISTANT PROFESSOR

Brian M. Warren. 2005. B.A., Yale University; Ph.D., Johns Hopkins University. (Ancient history and historiography, Greek and Latin languages and literatures.)

VISITING ASSISTANT PROFESSOR

Katherine Panagakos. 2004. B.S., Rutgers University; M.A., Tulane University; Ph.D., The Ohio State University. (Greek and Latin languages and literatures, ancient novel, Byzantine literature, Greek and Roman archaeology.)

REQUIREMENTS FOR A MAJOR IN GREEK AND ROMAN STUDIES

Concentration in Greek or Latin:

A total of eleven courses (44 credit hours) as follows:

1. Six courses (24 credit hours) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275 and 475.
3. Three courses (12 credit hours) on the culture and civilization of ancient Greece and Rome. Students may include up to six credit hours of courses in ancient Greek or Latin (beyond 201) or modern Greek or Italian toward this requirement after they have taken the required twenty-four. The following courses count toward this requirement:
 - Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
 - European Studies: Art 836, English 831, English 834, History 830, Philosophy 833, Philosophy 835
 - Greek and Roman Studies: 245, 250, 255, 260, 283, 305, 361
 - History 105, 205 or 305 (when they cover ancient Greek or Roman material)
 - Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman material)
 - Political Science 311
 - Religious Studies 214, 280, 281, 282, 283, 284, 285, 286
 - Theatre 280

Concentration in Classical Studies:

A total of eleven courses (44 credit hours) as follows:

1. Three courses (12 credit hours) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275 and 475.
3. Six courses (24 credit hours) on the culture and civilization of ancient Greece and Rome. Students may include up to eight credit hours of courses in ancient Greek or Latin (beyond 201) or modern Greek or Italian toward this requirement after they have taken the required twelve credit hours of either ancient Greek or Latin language. The following courses count toward this requirement:
 - Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)

European Studies: Art 836, English 831, English 834, History 830,
Philosophy 833, Philosophy 835
Greek and Roman Studies: 245, 250, 255, 260, 283, 305, 361
History 105, 205 or 305 (when they cover ancient Greek or Roman
material)
Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman
material)
Political Science 311
Religious Studies 214, 280, 281, 282, 283, 284, 285, 286
Theatre 280

Concentration in Material Culture:

A total of eleven courses (44 credit hours) as follows:

1. One course (4 credit hours) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275 and 475.
3. Art 220: Introduction to Archaeological Methods.
4. Four courses (16 credit hours) from the following courses:
Art: 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman
material)
History 205 (when it covers Greek or Roman material)
5. Four courses (16 credit hours) from the following courses:
Anthropology 207 or 208, 215
Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319,
320, 338, 365 (when it covers material from ancient Greece or Rome)
European Studies: Art 836, English 831, English 834, History 830
Geology 111-111L, 112-112L
Greek and Roman Studies 245, 250, 255, 260, 283, 305, 361
History 105, 205 or 305 (when they cover ancient Greek or Roman
material)
Religious Studies 260

REQUIREMENTS FOR A MINOR IN GREEK AND ROMAN STUDIES

Concentration in Greek or Latin

A total of seven courses (28 credit hours) as follows:

1. Four courses (16 credit hours) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275.
3. Two courses (8 credit hours) on the culture and civilization of ancient
Greece and Rome. Students may include up to eight credit hours of courses
in ancient Greek or Latin (beyond 201) or modern Greek or Italian toward
this requirement after they have taken the required sixteen in ancient
Greek or Latin. The following courses count toward this requirement:
Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319,
320, 338, 365 (when it covers ancient Greek or Roman material)
European Studies: Art 836, English 831, English 834, History 830,
Philosophy 833, Philosophy 835
Greek and Roman Studies: 245, 250, 255, 260, 283, 305, 361
History 105, 205 or 305 (when they cover ancient Greek or Roman
material)
Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman
material)
Political Science 311
Religious Studies 214, 280, 281, 282, 283, 284, 285, 286
Theatre 280

Concentration in Classical Studies

A total of seven courses (28 credit hours) as follows:

1. Two courses (8 credit hours) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275.
3. Four courses (16 credit hours) of courses on the culture and civilization of ancient Greece and Rome. Students may include up to eight credit hours of courses in ancient Greek or Latin (beyond 201) or modern Greek or Italian toward this requirement after they have taken the required eight credit hours of ancient Greek or Latin. The following courses count toward this requirement:
 - Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
 - European Studies: Art 836, English 831, English 834, History 830, Philosophy 833, Philosophy 835
 - Greek and Roman Studies: 245, 250, 255, 260, 283, 305, 361
 - History 105, 205 or 305 (when they cover ancient Greek or Roman material)
 - Philosophy 201, 202, 311, 401 (when it covers ancient Greek or Roman material)
 - Political Science 311
 - Religious Studies 214, 280, 281, 282, 283, 284, 285, 286
 - Theatre 280

Concentration in Material Culture

A total of seven courses (28 credit hours) as follows:

1. One course (4 credit hours) of ancient Greek or Latin beyond 201.
2. Greek and Roman Studies 275
3. Art 220: Introduction to Archaeological Methods.
4. Three courses (12 credit hours) from the following courses:
 - Art 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
 - History 205 (when it covers ancient Greek or Roman material)
5. One course (4 credit hours) from the following courses:
 - Anthropology 207 or 208, 215
 - Art 231, 265 (when it covers ancient Greek or Roman material), 318, 319, 320, 338, 365 (when it covers ancient Greek or Roman material)
 - European Studies: Art 836, History 830
 - Geology 111-111L, 112-112L
 - Greek and Roman Studies 245, 250, 255, 260, 283, 305, 361
 - History 105, 205 or 305 (when they cover ancient Greek or Roman material)
 - Religious Studies 260

Honors in Greek and Roman Studies

Detailed information about graduating with honors in Greek and Roman Studies is available from the department. Only students with a minimum overall GPA of 3.5 and a GPA within GRS of 3.7 by the end of the fall semester of their junior year will be eligible to pursue honors. In addition to fulfilling the requirements for the major with a concentration in either Greek, Latin, Classical Studies, or material culture, students seeking honors will be expected to complete the following additional work:

1. GRS 495-496: Honors Tutorial. (GRS 496 will count as the senior tutorial for those students attempting to graduate with honors.)
2. An honors thesis or project that demonstrates an exceptional understanding

of one or more aspects of the ancient world. Such a project might take the form, for example, of a written thesis, an analysis of archaeological fieldwork, or the production of a tragedy or comedy.

Programs Abroad

To help students experience the artifacts of the Greeks and Romans and other Mediterranean cultures in the areas where they lived, GRS organizes, supports, and recommends a number of opportunities for travel-study abroad. As described below in the descriptions for GRS 305 and Latin 232, the department regularly offers courses that involve travel and study in Greece, Italy, and other countries in the Mediterranean and Middle East. With colleagues from other institutions faculty members from GRS also contribute to collaborative initiatives that provide opportunities for research, for example, in archaeological excavations and surveys during the summer at Hacōmusalar in southwestern Turkey. With the University of the South, Rhodes sponsors European Studies, which features course work at the University of the South and Oxford in conjunction with visits to sites in Great Britain, Italy, Greece, and Turkey. (More information about European Studies is available in the catalog in the section on “Opportunities for Study Abroad and Off-Campus Study.”) Finally, the college is a member of the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome, which operate centers for study and research in Greece and Italy respectively.

COURSE OFFERINGS

245. Texts and Contexts.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

Topics in Greek and Roman literature organized chronologically, thematically, generically, or by geographic region. Topics might include literature of the fourth century BCE, love and gender, the ancient novel, or Alexandrian authors. The course aims to introduce students to the basic methods of reading and writing critically but with an emphasis on the special qualities of ancient texts (production and reception, e.g.). Background in the cultures of Greece and Rome will be offered as necessary to understand the texts in their cultural context. Students may take this course more than once if topics change.

250. Serving Gods: Religion in Ancient Greece and Rome.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

This course will use documents and material artifacts to reconstruct the beliefs and rituals of the traditional religions of Greece and Rome. The approach will focus on particular shared aspects of the sacred among the Greeks and Romans. Topics will include Greco-Roman theology, sacrifice and its interpretation, hero cult, the afterlife, oracles and forms of prophecy, maintenance of sanctuaries, philosophical religion and emperor worship.

255. Myth in Ancient Greece and Rome.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

A study of the *mythoi* from ancient Greece and Rome as transmitted in a variety of multiforms in the literary and the plastic arts, including those from the ancient period and modern adaptations. The course aims to familiarize students with both the basic Greek and Roman myths as well as the major schools of myth interpretation. Interpretative traditions to be covered may include those of the

myth and ritual school, the psychoanalysts, and the structuralists.

260. Poetry in Performance.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities.

This course will examine the relationship between the evolution of poetic genres and the contexts of performance. The approach and range of topics will change from year to year. Examples of topics include Homeric poetry and the role of the oral tradition in the definition and maintenance of communities during the Archaic period; lyric poetry and the function of the *persona loquens* in the *polis*; Athenian tragedy and comedy as a reflection of the cultural, economic, and political concerns of Attika and the greater Greek-speaking world; Roman comedy and the interaction between Greek and Roman cultural norms. Students may take this course more than once if topics change.

275. Introduction to Classical Studies.

Spring. Credits: 4.

This course introduces students to the study of the ancient world and its documentary and non-literary domains. Within the former domain, topics of study will include the nature of ancient written texts, scholia, lexica, grammars, commentaries, interpretive analyses, bibliographies, manuscript traditions, and modern scholarly resources. With regard to the non-literary sources of information, students will become familiar with the types of material artifacts used to study the cultures of ancient Greece and Rome and the theoretical approaches to the study. Although students may take this course at any time, majors must take this course before they enroll in GRS 475, which they will normally take in the spring semester of the senior year.

283. Introduction to Study in Europe, the Mediterranean, and the Near East.

Spring. Credits: 1.

This course prepares students to participate in Latin 232: Latin in Rome, GRS 305: Travel-Study in Europe, the Mediterranean, and the Near East, the classical track of European Studies and other opportunities for travel-study, for example, archaeological field schools and trips to museum collections. This course generally focuses on one country or region (e.g. Egypt, Greece, Italy, or Turkey) each time it is offered. Weekly meetings will cover introductory material on a variety of topics that will prepare students for their travel-study experience. Students will be expected to complete a number of relevant readings, participate in discussions, and attend lectures and other cultural activities.

305. Travel-Study in Europe, the Mediterranean, and the Near East.

Summer. Credits: 4.

Degree Requirements: Fine Arts.

This course offers an intensive introduction to the material culture of ancient Mediterranean and Middle Eastern countries. The course generally focuses on one country, e.g., Egypt, Greece, Italy, or Turkey) each time it is offered. Through visits to archaeological sites and museums, the course will cover the evolution of art, architecture, and other aspects of material culture beginning with the period of the earliest human presence and, depending on the region, working through societies of the first millennium CE. The course of travel and study generally lasts four weeks. If possible, students should enroll in at least one of the following courses as preparation for this course: Art 220, 231, 318, 319, 320, History 205.1, 205.2, or 205.3. Students may take this course more than once if the itinerary changes.

361. GIS and Mediterranean Archaeology.

Fall. Credits: 4.

Degree Requirements: Humanities.

This course introduces students to the methods, theories, and practices associated with primary (field or lab) and secondary (library) research in archaeological survey with an emphasis on the use of information technologies, primarily geographical information systems (GIS). Permission of the instructor is required for this course.

475. Senior Seminar.

Spring. Credits: 4.

This course represents the capstone experience for all majors in GRS. Although the specific topic of study will vary from year to year depending on the interests and goals of the participants, students will engage in a significant scholarly investigation into some aspect of the ancient world. The students' work must reflect an engagement with primary materials and their familiarity with and ability to use secondary resources. Students are encouraged to select topics that reflect their interests and postgraduate plans and incorporate their work as majors and minors in fields other than GRS. Normally, the project will culminate in a research paper, but other products are possible, such as a creative work. Generally, seniors will present the results of their work in an oral presentation for other students and faculty members at an event scheduled on campus or at a conference for undergraduate research.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-4.

These courses are for students working on an honors project as described above. Permission of the advisor is required for enrollment in these courses.

GREEK

101-102. Elementary Greek.

Fall, Spring. Credits: 4-4.

This series of courses introduces students to the fundamentals of the ancient Greek language. Although the primary goal of the elementary sequence of courses through Greek 201 is to prepare students to use ancient Greek documents in a wide variety of academic contexts, students will develop all four language skills: reading, writing, listening, and speaking.

201. Intermediate Greek.

Fall. Credits: 4.

This course concludes the elementary language sequence and prepares students for more advanced work in the language. During this course students will make the transition from graded selections in the elementary texts to authentic ancient texts primarily from the fifth and fourth centuries BCE. In addition to developing their ability to comprehend and interpret ancient texts, students will continue to work on their aural-oral proficiency.

265. Topics in Greek Literature.

Fall, Spring. Credits: 1-4.

Degree Requirements: Humanities.

In this course advanced students of ancient Greek will read and analyze texts from major works of literature. It will feature materials organized thematically, generically, by period, or by author. Texts in this course will generally represent

significant documents for the study of the cultural and literary history of the Greek society and may also be the subjects of study in other courses offered at Rhodes both by GRS and other disciplines. The course will help students develop greater reading fluency and expand their understanding of interpretative approaches. The course will generally be taught as a four-credit course. Students in special circumstances may take the course for one, two, or three credits with the permission of the instructor. The course may be repeated for credit if the topic differs.

Prerequisites: Greek 201 or the equivalent.

291/391. Homeric Poetry.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the earliest literary documents in the Greek language, the poems attributed to Homer. Readings will come primarily from the *Iliad* and *Odyssey*, but students should expect to do some work with the Hymns and the Hesiodic corpus as well. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the Archaic Period of Greek history as well as the issues of composition and transmission. Students will also become familiar with current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history is strongly advised. Permission of the instructor is required.

292/392. Greek Lyric Poetry.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the evolution of major types of Greek poetry, including elegy, monodic lyric, and choral lyric. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context of the Archaic Period. Students will also become familiar with current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history and Homeric poetry is strongly advised. Permission of the instructor is required.

293/393. Greek Comedy.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the work of the Athenian comic playwrights. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the 5th and 4th centuries BCE. Students will also become familiar with the current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised. Permission of the instructor is required.

294/394. Literature of the 4th Century BCE.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the work of the Athenian historians, orators, and philosophers who were active in the 4th century BCE. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at their home institutions. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the 4th century BCE. Students will also become familiar with the current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised. Permission of the instructor is required.

295/395. Hellenistic Literature.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the evolution of Greek literature during the Hellenistic period, which begins with the conquest of Alexander the Great and the founding of the Museum at Alexandria by Ptolemy I Soter. Students will read and study the works of the major authors of the period: Callimachus, Theocritus, and Apollonius of Rhodes as well as epigrams from other writers including Meleager, Philodemus, and Posidippus. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context of the Hellenistic Period. Students will also become familiar with current interpretative approaches to the material.

Prerequisites: Greek 265 or equivalent. Some familiarity with Greek history, Homeric poetry, the work of the lyric poets, and the literature of the 5th century is strongly advised. Permission of the instructor is required.

415. Tutorial Assistantship.

Fall, Spring. Credits: 2.

Under the direction of the instructor, the tutorial assistant will be responsible for helping plan and conduct the tutorial sessions for elementary students. Assistants will also develop a familiarity with issues concerning second language acquisition and assist in the evaluation of language courses. This course is open only to advanced students and by permission of the instructor.

LATIN**101-102. Elementary Latin.**

Spring, Fall. Credits: 4-4.

This series of courses introduces students to the fundamentals of the Latin language. Although the primary goal of the elementary sequence of courses through Latin 201 is to prepare students to use Latin documents in a wide variety of academic contexts, students will develop all four language skills: reading, writing, listening, and speaking.

201. Intermediate Latin.

Fall, Spring Credits: 4.

This course concludes the elementary language sequence and prepares students

for more advanced work in the language. During this course students will begin making the transition from graded selections in the elementary texts to authentic ancient texts from a variety of Latin authors and genres from antiquity to the modern period. In addition to developing their ability to comprehend and interpret ancient texts, students will continue to work on their aural-oral proficiency.

202. Latin Rhetoric.

Spring. Credits: 4.

In keeping with the pedagogy of the ancient schools of rhetoric, this course will provide an analytic and comprehensive review of the structures of the language. Students will work toward fluency in reading, composition, and conversation.

232. Latin in Rome.

Summer. Credits: 4.

Degree Requirements: Humanities.

An intensive reading course examining works of Latin literature pertinent to the study of the topography of Rome. Selections will come from Roman historians, poets, orators, and inscriptions. Class meetings will take place in the city of Rome. Students will visit and analyze sites described in the primary literature; inscriptions review in situ where possible, and study the textual tradition through available manuscripts.

265. Topics in Latin Literature.

Fall, Spring. Credits: 1-4.

Degree Requirements: Humanities.

In this course advanced students of Latin will read and analyze texts from major works of literature. It will feature materials organized thematically, generically, by period, or by author. Texts in this course will generally represent significant documents for the study of the cultural and literary history of Roman society and may also be the subjects of study in other courses offered at Rhodes both by GRS and other disciplines. The course will help students develop greater reading fluency and expand their understanding of interpretative approaches. The course will generally be taught as a four-credit course. Students in special circumstances may take the course for one, two, or three credits with the permission of the instructor. The course may be repeated for credit if the topic differs.

Prerequisites: Latin 201 or the equivalent.

291/391. Latin Literature from the Early Republic.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the earliest literary documents in the Latin language. Readings will come primarily from the comedies of Plautus and Terence, but students should expect to study other examples of archaic Latin such as the fragments of Ennius' *Annales*. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the early Republic. Students will also become familiar with current interpretative approaches to the material.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

292/392. Latin Literature from the Late Republic.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, focuses on the literature of Rome during the Late Republic. Readings will come primarily from the work of Cicero, Catullus, Caesar, and Sallust. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the Late Republic. Students will also become familiar with the current interpretative approaches to the material.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

293/393. Literature of the Neronian Period.

Fall. Credits: 4.

This inter-institutional collaborative course, making extensive use of resources available via the internet, explores the literature of the early Roman Empire, with a particular emphasis on the works of authors who were active during the period of Nero's reign. These authors include Seneca, Lucan, and Petronius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will include a rigorous study of the cultural and historical context during the early Principate.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

294/394. Roman Literature, 70-180 CE.

Fall. Credits: 4.

This course, making extensive use of resources available via the internet, explores the society of the Roman Empire through the works of authors who were active during the period beginning with the reign of Vespasian and extending to the death of M. Aurelius. These authors include Martial, Statius, Tacitus, Pliny the Younger, Juvenal, and Apuleius. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will require extensive reading in more than one genre of Latin literature and a rigorous study of the cultural and historical context of Rome in the late first and second centuries CE.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

295/395. Latin Literature from Late Antiquity and the Middle Ages.

Fall. Credits: 4.

This course examines the literature produced during and after the dissolution of the Roman empire, beginning approximately with the reforms of Diocletian and Constantine and concluding with the renaissance of secular education in the twelfth century. Texts will include selections from the work of Jerome, Augustine,

Prudentius, Alcuin of York, Einhard, Hrotsvitha of Gandersheim, Abelard, Heloise, Hildegard of Bingen, and Walter of Chatillon. Students will participate in a weekly webcast lecture, an on-line discussion moderated by faculty members from institutions that participate in Sunoikisis (www.sunoikisis.org), and weekly tutorials with faculty members at Rhodes. This course is specifically designed for advanced students and will require extensive reading in more than one genre of Latin literature and a rigorous study of the cultural and historical context of Rome and the Latin-speaking world after 180 CE.

Prerequisites: Latin 265 or equivalent. Some familiarity with Roman history and the literature of the Augustan period is strongly advised. Permission of the instructor is required.

415. Tutorial Assistantship.

Fall, Spring. Credits: 2.

Under the direction of the instructor, the tutorial assistant will be responsible for helping plan and conduct the tutorial sessions for elementary students. Assistants will also develop a familiarity with issues concerning second language acquisition and assist in the evaluation of language courses. This course is open only to advanced students and by permission of the instructor.

HISTORY

PROFESSORS

Charlotte G. Borst. 2006. Provost and Vice President for Academic Affairs. B.A., Boston University; M.A., Tufts University; M.A. and Ph.D., University of Wisconsin. (History of Science, American history.)

Michael R. Drompp. 1989. The J. J. McComb Professor of History. B.A., M.A., and Ph.D., Indiana University. (East Asian history, China and Japan, Inner Asian history.)

Lynn B. Zastoupil. 1988. B.A., Dickinson State College; M.A., University of Texas; Ph.D., University of Minnesota. (Modern Britain, India, European intellectual history.)

ASSOCIATE PROFESSORS

Dee Garceau-Hagen. 1995. B.A., Nasson College; M.A., Washington State University; Ph.D., Brown University. (Gender in the American West, American women, Native American history.)

Timothy S. Huebner. 1995. B.A., University of Miami; M.A. and Ph.D., University of Florida. (U.S. South, nineteenth century, U.S. constitutional/legal history.)

Michael J. LaRosa. 1995. B.A., George Washington University; M.A. and Ph.D., University of Miami. (Contemporary Latin America, Colombia, church history.)

Gail S. Murray. 1991. Chair. B.A., University of Michigan; M.S.E., University of Central Arkansas; Ph.D., University of Memphis. (U.S. social history, colonial America, the early American republic.)

ASSISTANT PROFESSORS

Anna Dronzek. 2004. B.A., Williams College; M.A. and Ph.D., University of Minnesota-Twin Cities. (Medieval and early modern Europe; women and gender)

Jeffrey H. Jackson. 2000. B.S., Vanderbilt University; Ph.D., University of Rochester. (Modern Europe, France, cultural history.)

Charles W. McKinney. 2004. B.A., Morehouse College; M.A. and Ph.D., Duke University. (African-American history; Civil rights studies; twentieth century United States)

Robert F. Saxe. 2003. B.A., Reed College; Ph.D., University of Illinois. (twentieth century United States., political history, war and society.)

VISITING PROFESSOR

Frank Buscher. 2006. B.A., Northern Michigan University; M.A. and Ph.D., Marquette University. (Russian and Soviet History, Modern Germany, Europe in the 20th Century; World War II.)

STAFF

Dorian Ellis. Departmental Assistant.

Prospective majors should complete History 200 by the end of the sophomore year. Students should have completed at least one other course at the 200 or 300 level before attempting coursework at the 400 level.

REQUIREMENTS FOR A MAJOR IN HISTORY

A total of thirty-nine (39) credits as follows:

1. History 200: The Historian's Craft
2. Eleven additional courses at the 100, 200, 300 and levels, selected according to the following principles:

- a. Of the eleven courses, no more than one may be taken at the 100 level.
 - b. Of the eleven courses, up to seven may be taken at the 200 and 300 level.
 - c. Of the eleven courses, at least four must be seminar courses at the 400 level.
 - d. Of the eleven courses, no more than six may be taken in a single area (listed below), and at least one must be taken in each area:
 - (1) European history
 - (2) United States history
 - (3) Latin American or African history
 - (4) Asian or Middle Eastern history
 - e. Of the eleven courses, at least one must concentrate on a period prior to 1500 CE. The following courses meet that requirement: History 212, 213, 281, 282, 288, 293, 385, 412, and 421. Some 205 and 305 topics courses will also apply.
3. History 499: Senior Seminar

REQUIREMENTS FOR A MINOR IN HISTORY

A total of eighteen (18) credits selected according to the following principles:

1. No more than one course at the 100 level.
2. At least two courses at the 400 level.
3. At least one course each in:
 - (a) European history
 - (b) United States history
 - (c) Asian, Middle Eastern, Latin American, or African history

HONORS IN HISTORY

1. Completion of all requirements for a Bachelor of Arts degree in History and minimum grade point average of 3.50
2. Completion of the two-term tutorial sequence History 495-496.
3. Completion of major research project, culminating in a research paper and an oral presentation. The topic of research is to be selected by the student in conjunction with a member of the department. The student usually begins preparing a proposal in the spring of the junior year. Approval of the honors proposal and the final project by the Department of History is required.

COURSE OFFERINGS

105. Introductory Seminars in History.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F2.

This course, intended for first and second year students, provides an introduction to themes and topics from a variety of historical perspectives. Possible topics include: "The Mongol Empire", "Memphis and the American South", "The History of African American Film", and "Crime and Punishment in Early Modern Europe". May not be repeated for credit. Not open to juniors and seniors.

200-level classes are introductory and cover broad chronological spans or large geographical areas. Open to all students.

200. The Historian's Craft: Methods and Approaches in the Study of History.

Fall, Spring. Credits: 4.

Degree Requirements: F2.

This course introduces prospective history majors and minors to the experience of how historians perform their craft. Each seminar will teach students the basic skills of research, historical writing, and historical analysis. Students will be

introduced to historiography, the use of primary sources, and ethical issues in history. Written work will be emphasized, and an oral presentation may be required of all students. Not open to seniors.

205. Selected Topics in History.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

Introduction to selected periods in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year. Potential topics include Revolutionary America, and Asian Societies: Past and Present.

212. Medieval Europe.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course examines the transition from the world of late antiquity to that of the European Middle Ages, from the collapse of the Roman Empire through the fourteenth century. Lectures will focus on the medieval “braid” of Roman tradition, Christianity and Germanic custom. Topics will include patterns of migration, the Christianization of Europe, the development of social and political institutions, the conflicts between church and state, the urban revival of the eleventh century, and the intellectual “renaissance” of the twelfth century, culminating in the famine, plague, and chaos of the fourteenth century.

213. Renaissance and Reformation Europe.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course begins by examining the changes, as well as the medieval carry-overs, that brought about the period we know as the Renaissance. We will look at the effects of impersonal forces such as climate change and epidemics, the impact of the discovery of the Americas, and a new understanding of human capabilities. Then we turn to a survey of the intellectual movements and of the religious, social, and political characteristics of European history from 1500 (the coming of the Reformation) to 1714 (the height of French power under Louis XIV). The emphasis will fall upon those changes that prepared society for the transition to what we now consider the “modern” world.

215. Enlightenment and Revolution: Europe, 1714-1815.

Fall. Credits: 3.

Degree Requirements: Humanities.

The eighteenth century was an age of intellectual and political revolutions that destroyed what historians describe as the Old Regime. This course critically assesses the rhetoric, goals and legacy of the century’s key philosophic movement, the Enlightenment. It surveys the development of the Old Regime in the eighteenth century and seeks to interpret the social, economic and intellectual forces that tended to undermine it. Particular emphasis will be placed on the French Revolution, the overthrow of the Old Regime, the Reign of Terror and the rise and fall of the Napoleonic system in Europe.

216. Industrialism, Nationalism, and Imperialism: Europe, 1815-1914.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

This course examines the impact of industrialization on the social, political, and intellectual life of Europe. The combination of nationalist idealism and the realism

of state power that produced the unifications of Italy and Germany will be critically examined. The course will also examine the nationalist and imperialist rivalries that drove the European states to the brink of war after the turn of the century.

217. The Age of Extremes: European Culture and Society in the Twentieth Century.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

By focusing on the experiences of ordinary people and significant shifts in their values, we will study how Europe evolved through what one historian has called an “age of extremes” in the twentieth century. Central issues will include the experience and legacies of “total war,” daily life under Nazi rule and in the Communist countries of Eastern Europe, the psychological impact of the Great Depression, and the various ways in which people struggled to redefine themselves as Europe faded from a position of world dominance.

231. North America in the Colonial and Revolutionary Eras.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course investigates British, French, Spanish, African, and Native American encounters in North America from the Age of Exploration through the early political development of the United States. Major themes may include the tensions between individual and community interests, the origins and development of slavery, and the emergence of capitalism and popular sovereignty.

232. The United States in the Nineteenth Century.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course examines major social, political, economic, and cultural changes in the nineteenth century, including territorial expansion, reform movements, the Civil War, Reconstruction, and industrialization. Major themes may include the rise and decline of sectionalism, transformations in gender and race relations, and contests over political participation.

233. The United States in the Twentieth Century.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

This course investigates major social, political, cultural, and economic changes in the twentieth century, from Progressivism through the end of the Cold War. Major themes may include the effects of world war and economic depression on society, the United States’ changing role in the global community, the rise and fall of American liberalism, the Vietnam War as watershed, and the emergence of cultural pluralism.

242. African-American History.

Fall. Credits: 3.

Degree Requirements: Humanities.

The experiences of African-American people in the United States can be described as a continuous quest for empowerment; this quest has been affected by myriad factors (e.g., gender roles, class divisions, secular and non-secular ideologies, regionalism) in addition to racism. This course, through the use of secondary and primary material, historical documentaries, and critical analyses, will chart the historically complex journeys of African Americans, from the impact

of the African diaspora on colonial America to the Black student sit-ins and the formation of the Student Non-Violent Coordinating Committee in 1960.

244. History of Childhood in the United States.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course provides an examination of the ways in which the concept of childhood has been defined throughout United States history, as well as a study of how children themselves have influenced and shaped institutions, laws, and popular culture. A service-learning component is required. (Course offered in alternate years; scheduled for 2008-2009.)

245. Women in United States History.

Fall, Credits: 3.

Degree Requirements: Humanities.

This course explores key developments in American women's history, from pre-contact Native American societies to the present. Topics include Native and Euro-American women's status in pre-industrial societies, the political meanings of witch trials, the rise of domestic sentimentalism, race and gender in the slaveholding South, the impacts of industrialization, gender relations in war and depression, and the origins of modern feminism. Letters, diaries, oral histories, government documents, popular literature, and film will be analyzed in light of related scholarship

246. Gender and Warfare in America.

Fall. Credits: 3

Degree Requirements: Humanities.

While the study of wars has always proven to be a popular subject for students of American history, the use of gender in analyzing the causes and effects of these conflicts has only recently been an important focus in historians' examinations of different conflicts. Wars in US history have been shown by different scholars to be crucial periods in the nation's past when national gender norms were shattered, reformed, or reinforced. New studies have use gender to examine the origins of different wars and to understand the motivations of the soldiers who fought them. By emphasizing the importance of gender in historical study, students will be encouraged to examine historical evidence critically in order to bring their perspective to the study of wars in American history. (Course offered in alternate years; scheduled for 2007-2008).

247. The American South.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course provides an exploration of the social, political, economic, and cultural history of the South as a distinct region of the United States. The course will include discussion of the origins of a slave society, the culture of slavery and the Old South, the Civil War and Reconstruction, social and cultural change in the New South, and the Civil Rights Movement.

249. Poverty in the United States.

Spring, Credits: 3.

Degree Requirements: Humanities.

This course will examine attitudes toward the poor throughout the course of U.S. history, as well as the experiences of public and private relief organizations.

Lectures and readings give attention to attempts to define “poverty,” to vagabond/homeless experiences, to problems facing the working poor, to private and public attempts to eradicate poverty, and the assessment of various programs of poor-relief, public assistance, family wage. Field trips and a community-based group project are required. (Course offered every third year; scheduled for 2008-2009.)

254. Interpreting the American West.

Spring. Credits: 3.

Degree Requirements: Humanities.

A collaboration between History and Theater, this course will immerse students in primary historical research and in the techniques of scripting, staging, and acting. Students will explore and critique some of the most mythologized elements of the American West: the fur trade, the Overland Trail, and the cattle drives. Using revisionist perspectives, students will “decolonize” western history. Then, using archival sources, students will create a performance piece. All students will engage in both historical analysis and dramatic interpretation.

255. Conservatism in the United States.

Fall. Credits: 3

Degree Requirements: Humanities.

This course will provide an introduction to developments in conservative thought and politics in the 20th Century. Student will learn about the roots of American conservatism and learn how conservatives critiqued the creation of the New Deal, the rise of Stalinist Russia and the threat of communism, and the outbreak of World War II. In studying the postwar era, the class will discuss conflicts between traditionalists and libertarians, Eisenhower’s “modern Republicanism,” conservatives and the Cold War, the campaign of Barry Goldwater, and the conservative response to the civil rights movement, Vietnam and “free love.” Finally, the class will consider the Reagan revolution and its impact on the current state of conservative politics in the United States and suggest directions for conservatism in the 21st Century.

(Course offered in alternate years; scheduled for 2007-2008.)

256. Liberalism in the United States.

Spring. Credits: 3

Degree Requirements: Humanities.

How did liberalism, one of the dominant ideologies of the 20th century America, get transformed into the “L” word in current political debates? Did Ronald Reagan bury liberalism or might Bill Clinton have played a part in its decline? This course will examine the origins of modern liberalism in the Progressive Era, its rise and expansion during the New Deal, its ideological dominance through the fifties and sixties, and its eventual decline at the end of the century. This course will give student the opportunity to understand the rise and fall of American liberalism, and to suggest possible directions for American liberals in the future.

(Course offered in alternate years; scheduled for 2007-2008.)

261. Colonial Latin America.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course surveys the history of Latin America in the period before the Revolutions of Independence (before 1810). After studying the Native American

(principally Aztec, Inca, Chibcha and Maya) and European (Spanish and Portuguese) civilizations that shaped the formation of colonial Latin American history, the conquest, the institutions and the social history/movements during this historical period will be addressed in a thematic fashion.

262. Contemporary Latin America.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course surveys the history of Modern Latin America from the period of Independence (1810-1824) to the present, addressing the economic and social development of the Latin American region. Certain themes, such as religion, poverty, violence and foreign intervention will be covered in depth. Feature films, recent literature and oral history testimony will serve as “tools” for understanding contemporary Latin America.

267. Mexico: From Pre-Columbian Peoples to the Present.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course focuses on Mexico as a geographic unit and addresses, principally, the social, cultural and economic history of the peoples who have inhabited Mexico. Beginning with an examination of pre-Columbian history, the course moves in a mostly chronological fashion, focusing on the European conquest of Mexico (1519-1521), colonial institutions and actors, nineteenth century independence, politics and instability. The course concludes with an examination of twentieth century revolution (1911 and after), reform and identity.

271. Conquest and Revolution: The Atlantic World.

Spring. Credits: 3.

Degree Requirements: Humanities.

1492 and the European discovery of the New World radically transformed four continents: Africa, the Americas and Europe. Empires were forged and lost through conquest, bloodshed, piracy and warfare. Perhaps even more significantly, what sociologist Paul Gilroy describes as an unprecedented “cross-pollination” of cultures and peoples occurred, creating new, distinctly American, cultures. History 271 introduces students to Atlantic World Studies by focusing on three major moments in Atlantic history: Columbus’ discovery of America and European settlement in and conflict over the New World, the eighteenth-century Age of Atlantic Revolutions and the creation of immigrant communities in nineteenth- and early twentieth-century New York City.

281. The Origins of Chinese Civilization.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course examines the foundations and evolution of China’s cultural tradition from the prehistoric period to the Song reunification in 960 CE, with emphasis placed on the imperial period (beginning 221 BCE). The themes of change and continuity within the structure of an enduring ideology are supplemented by a multifaceted approach that includes the history of society and the arts. (Course offered in alternate years; scheduled for 2007-2008.)

282. Late Imperial China.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course examines China's development into a modern nation from the tenth-century Song reunification through foreign conquest, native recovery, and yet another foreign conquest to the creation of the heavily bureaucratized and Confucianized Qing state. It also explores the beginnings of China's encounter with the West that led to the collapse of the traditional Chinese world order. (Course offered in alternate years; scheduled for 2007-2008.)

288. Japanese Civilization.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course presents an examination of Japan's history and culture from prehistoric times to the mid-nineteenth century. Important themes will include Japan's creation of a unique culture through both isolation and cultural receptivity, the formation and preservation of enduring values, the structure and transformations of Japanese society, and Japan's "cult of aesthetics."

293. Ancient and Medieval India.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course explores India from the era of the Indus civilization through the death of the Mughal Emperor Aurangzeb in 1707 CE. Topics include the Harappa culture, Aryan migrations and emergence of Hinduism, Gangetic culture and rise of Mauryan and Gupta empires, Islamic invasions and creation of the Delhi sultanate, and the Vijayanagar empire. The course concludes with a close examination of the rise and fall of the Mughal Empire, one of the world's greatest empires. Considerable attention will also be devoted to religious, social, and cultural developments, including the evolution of Hinduism, the caste system, Islamic culture in India, religious reform movements, and architecture. (Course offered in alternate years; scheduled for 2006-2007).

294. Modern India.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course surveys the history of South Asia from the collapse of the Mughal Empire in the century to the post-colonial era of the late twentieth century. Focus is on political, religious, and socio-economic events, including the fall of the Mughal Empire, the origins and nature of the British raj, the nationalist movements and the end of British rule, partitions and the post-colonial experiences in India, Pakistan, and Bangladesh, and, finally, current developments in South Asia.

300-level courses focus on particular themes and topics and devote more attention to historiography and writing than do 200-level courses. All 300-level courses have the prerequisite of any History course at the 100 or 200-level or permission of the instructor unless otherwise noted.

305. Selected Advanced Topics in History.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

Advanced study of selected periods and topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year. Potential

topics include *Imagining Asia: Western Perceptions of the East*, and *The Power of the Poor in Latin America*.

310. Women in Medieval Europe.

Fall. Credits: 3

Degree Requirements: Humanities.

This course examines the lives of European women from approximately 400-1500 CE and explores how they both shaped and were shaped by religious, political, economic, and cultural forces in medieval society. In addition to looking at women's lived experiences, we will study images and ideas about women, and the connections between the two. Throughout the semester we will also consider how historians write the history of medieval women, including what sources are available, what questions historians have chosen to ask, and how these affect what we can know about medieval women. (Course offered in alternate year; scheduled for 2006-2007.).

313. The Crusades.

Spring. Credits: 3.

Degree Requirements: Humanities

Covering the period between approximately 1050 and 1600, this course examines the conflicts between Western European Christians and others around them primarily, but not exclusively Muslims of the Middle East. While many of these conflicts were military in nature, only a small proportion of this course will discuss the details of military technology, tactics, and strategy. More attention will be paid to the broader political context in both Europe and the Middle East, the ideological underpinnings of the conflict for both Christians and Muslims, the nature of religious belief in the Middle Ages, and the impact that these conflicts had on the territories involved. This course also emphasizes the diversity of interests and views involved in the crusading movements. (Course offered in alternate years; scheduled for 2007-2008.)

319. Renaissance Princes, Popes, and Preachers.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course addresses major Western European intellectual, religious, social, and political controversies between 1450 and 1650 by focusing on some of the era's dominant personalities. Among the topics to be considered: the development of Renaissance Italian city-states and their merchant elite, the growth of humanistic attitudes and their critics, the Renaissance papacy and the early push for church reforms, Renaissance theories of government, the Protestant Reformation and the Catholic response, the exploration and exploitation of the Americas, the Scientific Revolution, and changes in popular culture

324. British Empire and Its Enemies.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course addresses some of the major developments of the British empire from the early 1600s to the 1980s. Emphasis is on the changing nature of the empire, its role in Britain's rise and fall as a world power, the influence of empire on Britain's political, economic, and cultural development, and the imperial impact on Britain's colonies and possessions. Attention is also directed at the many enemies that the empire created, both in Britain and in the colonies. The course concludes by examining aspects of post-colonialism in Britain and its former possessions.

325. Modern Britain.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course will introduce students to some of the major historical developments in Britain since 1688. The focus will be on political events, but some attention will also be paid to social, economic, religious, and intellectual developments. Topics to be discussed include: Glorious Revolution of 1688-89; eighteenth-century society; corruption and reform in eighteenth-century politics; origins, nature, and impact of industrialism; evolution of parliament and emergence of the office of prime minister; impact of the French Revolution; reform and radical movements of the nineteenth century; imperialism; the Irish question; the British experience in World Wars One and Two; origins and nature of the welfare state; Britain's decline; British society and politics since 1945; and the Americanization of Britain. (Course offered in alternate years; scheduled for 2007-2008.)

341. Native America and American History.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course provides an in-depth look at the history of selected Native American cultures, including inter-tribal relations as well as relations with Euro-Americans in North America. The evolution of United States Indian policy, as well as key shifts in Native American strategies for survival form the chronological framework of the course. Recent scholarship as well as Native American oral history, autobiography, fiction, and film will shed light on issues of sovereignty, conquest, resistance, syncretism, and cultural identity.

342. Slavery in the United States.

Spring. Credits: 3.

Degree Requirements: Humanities.

The purpose of this course is to attain a fundamental knowledge of one of the most complex and controversial experiences in United States history. This course will examine various social, economic, and political factors in an attempt to explain why slavery developed as it did. Also, because slavery remained in the United States over such a long period (approximately 240 years), we will discuss how it changed over time. (Course offered in alternate years; scheduled for 2007-2008.)

343. The Civil Rights Movement.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

This course examines the social, political, and economic climate of the 1950s through the 1960s, and considers how both Blacks and Whites were affected. Specifically, the course will focus on various organizations and the strategies they implemented which resulted in events such as the Brown v. Board of Education case and the Civil Rights Act of 1964. Additionally, the course will analyze the subtle and not-so-subtle reactions to initiatives that allowed African Americans to attain many of the rights and privileges that have become commonplace in today's society.

344. African American Intellectual Tradition.

Fall. Credits: 3.

Degree Requirements: Humanities.

Intellectual history is largely defined by the role that elite thinkers play in the

shaping of idea. Student will grapple with an intellectual tradition that encompasses the work and thought of both “elite” and “non-elite” actors in the African American experience and examine intellectual responses to slavery, emancipation, nation-building, and the long civil rights movement. Finally, students will explore the critical role that African American intellectuals—in all their guises—have played in the shaping of the American historical and intellectual landscape. (Course offered in alternate years; scheduled for 2007-2008.)

349. Black and White Women in the History of the American South.

Spring. Credits: 3.

Degree Requirements: Humanities.

Using a variety of genres including autobiography, demographics, fiction, court records, film, and women’s history, students will explore the many public and private roles that Southern women have filled, from colonial days to the present. Emphasis will be placed on the distinctiveness of Southern society and its complex cultural diversity.

350. Nineteenth Century Women.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course is a multicultural investigation of women in nineteenth-century America. Encounters between Native Americans and Euro-America colonizers, the expansion of market capitalism; the ideology of True Womanhood, and the growth of chattel slavery reverberated through women’s lives. So, too, the Civil War industrialization, and urbanization transformed gender relations. We will examine the ways that women both shaped and were shaped by these developments. Letters, diaries, census manuscripts, and oral histories will provide a window on women’s lived experience. Popular magazines, sermons, songs, and American painting will reveal a discourse on gender that called forth American concerns about liberty and order, hierarchy and equality, individualism and community. (Course offered in alternate years; scheduled for 2007-2008.)

351. United States Constitutional History to 1865.

Fall, Credits: 3.

Degree Requirements: Humanities.

This course examines American constitutionalism from the colonial era through the Civil War. Topics include American revolutionary ideology, the Constitutional Convention, the early nineteenth-century Supreme Court’s exercise of judicial review, and the new republic’s attempts to deal with such issues as federalism, the separation of powers, the government’s role in an expanding economy, and the fate of slavery in new territories. In contrast to a constitutional law course, this class is more concerned with how American constitutionalism both shaped and responded to larger political and social developments, and less concerned with the evolution of constitutional doctrine in an of itself. (Course offered in alternate years; scheduled for 2007-2008.)

352. United States Constitutional History since 1865.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course examines American constitutionalism from the Reconstruction period to the 1990s. In particular, the course focuses on the Supreme Court’s interpretation of the constitutional issues surrounding Reconstruction and civil rights, industrialization and economic expansion, the rise of national regulatory

power, and the expansion of individual rights. In contrast to a constitutional law course, this class is more concerned with how American constitutionalism both shaped and responded to larger political and social developments, and less concerned with the evolution of constitutional doctrine in an of itself.

356. Cold War America.

Spring. Credits: 3.

Degree Requirements: Humanities

This course will survey the United States' involvement in the Cold War and how conflict with the Soviet Union shaped postwar international affairs, domestic politics, and American culture society. Students will learn about the rise of the Soviet-American global rivalry and how this competition played itself out in different theatres. Readings will cover the growth of tensions over issues like the Truman Doctrine or Communist control of Vietnam, as well as Cold War nuclear politics. Further, the course will examine Cold War culture in the United States and discuss issues of consensus and dissent in American society. (Course offered in alternative years; scheduled for 2006-2007.)

357. United States Intellectual History: The Twentieth Century.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course examines the role that intellectuals have played in American society in the twentieth century. The course emphasizes the emergence of modernism between 1910 and 1930, changing patterns of American social thought from Progressivism to the present, and the reaction of intellectuals to major events of the twentieth century.

358. U.S. Foreign Affairs.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course will survey the United States' relationship with the world from 1895 to the present and will approach historical issues from a variety of perspectives. The assigned texts focus largely on economic and political developments, but there will also be additional readings and lectures discussing social and cultural changes that have had an impact on the United States and its interactions with other nations and peoples. The first third of the class will focus on the United States and the world through World War II. The next section of the class will deal with the US and the Cold War, examining the tensions between the US and the Soviet Union and how this conflict played out in different areas in the world, as well as back home in America. Finally, the last third of the course will look at different post-Cold War issues in American foreign affairs and will ask students to come to their own conclusions about the United States' role in 21st century world.

363. History of U.S.-Latin American Relations.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course provides an examination of the history of United States - Latin American relations, beginning with tensions created by the Latin American Wars for Independence (1810-1824). U.S. priorities, dating from the Monroe Doctrine of 1823, are studied in light of specific policies and actions taken by the U.S. in the region. Specifically, the Mexican-American War, the Spanish-American War, the Good Neighbor and The Alliance For Progress will be examined in depth. (Course offered in alternate years; scheduled for 2007-2008.)

364. History of Religion in Latin America.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course examines the history of religion and religious tradition in Latin America, beginning with an analysis of pre-Columbian religious history and study of the imposition of Christianity with the arrival of the Spaniards and Portuguese. Syncretic identity, politics and religion and the recent growth of evangelical Protestantism in Latin America will be some of the major themes addressed.

372. The Atlantic Slave Trade.

Fall. Credits: 3.

Degree Requirements: Humanities.

Historians estimate that the Atlantic slave trade moved approximately 11 to 12 million Africans to the Americas. How did this trade emerge? How was it organized? Who was enslaved and by whom? Why and how did the slave trade end? This course addresses each of these questions in turn, tracing the early history of slavery in Africa, Europe and the Mediterranean world; first contacts between Europeans and Africans; the institutionalization of Africans as Europeans' sole slaves; and nineteenth-century abolitionism and the end of African slavery. (Course offered in alternate years; scheduled for 2007-2008.)

385. Nomads of Inner Asia.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course presents a survey of the history of the pastoral nomadic peoples who have inhabited the Eurasian steppe region since early times, with particular attention paid to the creation of nomadic empires and their relations with sedentary neighbors in China, Europe, and the Middle East. The course will focus on the histories of the Scythians, Xiongnu, Huns, Turks, and Mongols. (Course offered in alternate years; scheduled for 2007-2008.)

389. East Asia in the Modern World.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course presents a survey of the modern experiences of five different Asian nations: China, Japan, Mongolia, Korea, and Vietnam. The emphasis will be on the period from World War II to the present, to examine these different countries' experiences with nationalism, world war, civil war, revolution, and modernization along with the tenacity of tradition. The course also will examine the relationships among these nations and their significance in the modern world.

394. Religion, Nationalism, and Revolution in India and Ireland.

Spring. Credits: 3.

Degree Requirements: Humanities.

This comparative history course examines parallels in the modern historical developments of South Asia and Ireland. The focus of the course will be on the respective colonial situations, the emergence of cultural and political nationalism in the nineteenth century, the importance of religious identities in the evolution of independence movements, and the lingering political, cultural, and religious divisions that plague both regions. (Course offered in alternate years; scheduled for 2007-2008.)

400-level seminars focus on the historical interpretation of a specific topic or period. Open to juniors and seniors.

405. Seminars on Special Topics

Spring, Fall. Credits: 3

Degree Requirements: Humanities

Advanced seminars in selected topics in history. Varies with instructor. May be repeated for credit when topics vary. Not offered every year.

Prerequisites: Any History course at the 100 or 200-level or permission of the instructor.

412. Medieval England.

Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar examines the history of England in the Middle Ages, from approximately from the age of the Anglo-Saxons to the advent of the Tudors (900-1500). We will survey the most significant events and developments during this period and focus particularly on political/constitutional and social history, addressing the following questions: How do the role of kingship change over the course of the Middle Ages? From where does the distinctive tradition of the English Common Law derive? How do administrative institutions develop? And finally, how (if at all) do these developments affect the way that ordinary people lived?

Prerequisites: Any History course at the 200-level or permission of the instructor.

421. Race and the Other in Early Modern Europe.

Fall. Credits: 3.

Degree Requirements: Humanities.

"Race" has become such a common idea in the modern world that it is easy to assume the concept has always been with us. This assumption, however, would be in error. This seminar introduces students to the historical study of "race" in European thought between approximately 1350 and 1800. Attention is given to five persistent "Others" in European history: Africans, Asians, Jews, Muslims, and Native Americans. Among the topics to be considered: the construction and meaning of "race" as a social category; how "race" evolved over time to mean different things for different groups; whiteness and the construction of white Christian identity; the role of literature in creating racial stereotypes, especially in the works of the Enlightenment; and the emergence of "scientific racism" in the eighteenth century.

Prerequisites: Any History course at the 200-level or permission of the instructor.

426. Modern European Intellectual History.

Fall. Credits: 3.

Degree Requirements: Humanities.

This seminar examines some of the leading developments in European thought from the eighteenth century to the present. Some of the issues/intellectual trends to be discussed include the Enlightenment, the French Revolution and natural rights, political economy and liberalism, the Industrial Revolution and socialism, Darwin and Social Darwinism, the "irrational" in late nineteenth-century thought, the impact of the two world wars, feminism, the Cold War and existentialism, and student radicalism and the new left. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Any History course at the 200-level or permission of the instructor.

428. Fascist Europe, 1918-1945.

Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar investigates one of the most tumultuous eras in European history by exploring the political and cultural development known as "fascism." Radicalized by World War and Depression, adherents of this new political philosophy gained control of several European countries and transformed them from liberal democracies to totalitarian states. Concentrating on culture and society, we will explore why and how such groups came to power in countries including Italy and Germany, what fascists believed, the elements of their programs, and the legacies they left behind. An original research or historiographical paper, oral presentations, and extensive class discussion are required.

Prerequisites: Any History course at the 100 or 200-level or permission of the instructor.

432. Colonial North America.

Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar explores a variety of interpretations of the colonial experience in North America. Emphasis will be on the interaction of cultures and the evolution of political and social systems. Students will explore primary documents and autobiography, culminating in a research paper. (Course offered alternate years; scheduled for 2006-2007.)

Prerequisites: Any History course at the 200-level or permission of the instructor.

434. The Early Republic of the United States.

Fall. Credits: 3.

Degree Requirements: Humanities.

This seminar explores a variety of interpretations of the political, social, and economic history of the early United States. Special emphasis is placed on competing political ideologies, movements for social reform, and interpretation of primary documents. (Course offered alternate years; not scheduled for 2006-2007.)

Prerequisites: Any History course at the 200-level or permission of the instructor.

435. The Civil War and Reconstruction Era.

Fall or Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar will investigate the political, social, and constitutional developments surrounding the American Civil War. Topics include the development of antebellum society in the North and South, the rise of sectional political tensions, the social impact of the war on Black and White Americans, and post-war attempts to reconstruct the social, political, and constitutional order. (Course offered alternate years; scheduled for 2006-2007.)

Prerequisites: Any History course at the 200-level or permission of the instructor.

436. The Origins of Modern America, 1877-1918.

Fall or Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar deals with the social, economic, political, and constitutional development of the United States from the Reconstruction Era through the end of World War I. Topics include the rise of a corporate capitalist economic order, the

creation of a post-Reconstruction southern identity, tensions between black and white Americans, the United States' involvement in Europe's Great War, and the rise of the national regulatory state. (Course offered every third year; scheduled for 2006-2007.)

Prerequisites: Any History course at the 200-level or permission of the instructor.

439. Recent History of the United States.

Fall or Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar examines the evolution of American society since 1945. Special attention is given to the Cold War, political developments, and the cultural transformation of the 1960s and 1970s, and the resurgence of conservatism.

Prerequisites: Any History course at the 200-level or permission of the instructor.

441. Interpretive Issues in Native American History.

Fall. Credits: 3.

Degree Requirements: Humanities.

The seminar provides a closer look at problematic issues in the history of Native people in North America, including both Canada and the United States. Topics include the nature of oral tradition as history, Native spiritual crises and revitalization movements, the uses of metaphor in Indian diplomacy, the intersections of tribalism and capitalism, and the emergence of inter-tribal collaboration. (Course offered in alternate years, scheduled for 2006-2007.)

Prerequisites: History 341 or permission of the instructor.

445. Gender in the American West.

Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar explores gender norms among different cultures, regions, and time periods in the trans-Mississippi West, from early contact between European and native peoples through twentieth-century industrial migrations. Major themes include human encounters with the natural environment, the convergence of cultures, conquest and colonization, the expansion of capitalism, and their impact on gender systems. Students will consider the nature of gender in historic "frontiers" of individual and community transformation. (Course offered in alternate years, scheduled for 2007-2008.)

Prerequisite: Any History course at the 200-level or permission of the instructor.

448. Law and Justice in the American South.

Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar investigates the history of law and lawlessness in the American South from the early nineteenth century to the late twentieth century. Students will explore the developments of substantive law, constitutional thought, and legal institutions in the southern states, as well as white and black southerners' attitudes about law and justice. Specific topics will include honor and violence in the Old South, the law of slavery, communal justice and lynching, and the effect of religious values on substantive law and constitutional ideals. (Course offered in alternate years, scheduled for 2007-2008.)

Prerequisite: Any History course at the 200-level or permission of the instructor.

488. Modern Japan.

Spring. Credits: 3.

Degree Requirements: Humanities.

This seminar examines Japan's transition from a closed, traditional society through the processes of modernization, imperial expansion, defeat and occupation to its postwar recovery and emergence as a global economic power. Particular emphasis will be placed on Japan's efforts to become an integral part of the modern world and yet retain its traditional social structures and values.

Prerequisites: Any History course at the 200-level or permission of the instructor.

471. The African Diaspora.

Spring. Credits: 3.

Degree Requirements: Humanities.

The Atlantic and Oriental slave trades displaced approximately 24 million Africans. This global dispersal of persons of African descent is known as the African Diaspora. How did this dispersal impact these individuals and their descendants? How have they struggled to deal both with the cultural legacies of slavery and racism and to fit into nations and cultures that are in many ways not their own? In other words, as W.E.B. Du Bois' *The Souls of Black Folk* asked in 1903, "How does it feel to be a problem?" This reading-intensive seminar introduces students to the historical and theoretical study of black identity by examining how Du Bois and other major black theorists from both sides of the Atlantic addressed the "problem" of blackness, racial identity and race relations in the nineteenth- twentieth centuries. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisite: Any History course at the 200-level or permission of the instructor.

482. Modern China.

Fall. Credits: 3.

Degree Requirements: Humanities.

This seminar examines China's transformation from a traditional society to a revolutionary one. Beginning with the intrusion of Western powers and the collapse of China's imperial system, the course will then explore the nation's attempts at integration and stabilization in the face of warlordism and invasion. Finally, an important focus will be China's civil war and the history of the People's Republic to the present day. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Any History course at the 200-level or permission of the instructor.

485. Senior Seminar.

Fall, Spring. Credits: 3.

The senior seminar is an examination of important themes and issues in the study and writing of history, as seen through selected representative works drawn from diverse fields of historical investigation. Emphasis will be on reading and discussion, with both written analyses and oral presentations required. (Open only to senior History majors.)

460. Internship.

Fall, Spring. Credits: 1- 3.

This is a directed internship in which students apply analytical and writing skills in a variety of off-campus workplaces. Possibilities include historical archives and museums as well as opportunities in non-profit organizations and law firms. To enroll, students must be approved in advance by the instructor and the Office of Career Services. (Does not count toward the major or minor. Taken pass-fail only.)

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-3.

Maximum of 6 hours credit. Must have departmental approval before undertaking Honors.

INTERDISCIPLINARY STUDY

INTERDISCIPLINARY PROGRAMS

Interdisciplinary programs exist to provide an appropriate structure within which to offer study opportunities that do not fit within the bounds of existing departments, to bring together faculty and students from several disciplines to study areas of interest that cross traditional departmental lines and require an interdisciplinary approach, and to inform the campus community at large of the nature and importance of these areas.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Committee:

Gary Lindquister, Department of Biology, Chair

Terry Hill, Department of Biology

Ivaylo Ilinkin, Department of Mathematics and Computer Science

Loretta Jackson-Hayes, Department of Chemistry

Darlene Loprete, Department of Chemistry

REQUIREMENTS FOR A MAJOR IN BIOCHEMISTRY AND MOLECULAR BIOLOGY LEADING TO THE B.S. DEGREE

It is strongly recommended that Chemistry 111-111L and Biology 130-131 be taken in the fall semester of the first year.

A total of forty-one to forty-three (41-43) credits as follows:

1. Chemistry 111-111L*, 112-112L, 211-211L, 212-212L.
2. Biology 130-131.*
3. Biology 325, 307.
4. Chemistry 414.
5. Biology 310 or Chemistry 310.
6. Biochemistry and Molecular Biology 485 or 486.
7. Two of the following courses:
 - a. Biology 304.
 - b. Chemistry 311.
 - c. Biochemistry and Molecular Biology 451 or 452 (4 credit hours, 4 credits; may only satisfy one elective)
 - d. Biology 204
 - e. Biology 301
 - f. Biology 380
 - g. Computer Science 141

For students seeking admission to graduate school, the following courses are recommended:

- a. Biochemistry and Molecular Biology 451 or 452
- b. Mathematics 121, 122
- c. Physics 109-110 or 111-112, and 113L-114L
- d. Biology 140, 141 for programs in the biological sciences.
- e. Chemistry 311-312, 311L-312L for programs in biochemistry.

For students seeking admission to programs in the health professions, the following courses are recommended:

- a. Mathematics 1115 or 121, 122
- b. Physics 109-110 or 111-112, and 113L-114L

COURSE OFFERINGS

451-452. Research in Biochemistry and Molecular Biology.

Fall, Spring. Credits: 1-4.

Qualified students may conduct original laboratory research in biochemistry and molecular biology. A student may use four credit hours of research to satisfy one of the upper level requirements in Biochemistry and Molecular Biology. Interested students should consult a Biochemistry and Molecular Biology committee member.

Prerequisites: permission of sponsoring faculty member and the Biochemistry and Molecular Biology committee. At least three hours per week per credit hour, weekly conferences with faculty sponsor, written report at the end of the semester.

460. Internship.

Fall, Spring. Credits: 1-4.

The Internship Program is designed to introduce students to practical applications of their academic work. Students may work off campus under professional supervision in fields related to the biochemical and molecular biological sciences, such as in bioinformatics and biotechnology. Students will be required to integrate academic and work experiences in an oral and/or written report at the end of the internship. No more than 3 credits per semester for no more than two semesters. Pass/Fail credit only. This course does not satisfy an upper level course requirement for the major.

Prerequisites: Permission of the Biochemistry and Molecular Biology Committee chair

485-486. Senior Seminar.

Fall, Spring. Credits: 4.

All Biochemistry and Molecular Biology majors are required to enroll in Senior Seminar during one semester of their senior years. Senior Seminar is intended to be a broad, integrative experience in Biochemistry and Molecular Biology, requiring both oral and written work.

Prerequisites: Completion of the required courses or permission of instructor.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6.

Open to candidates for honors in Biochemistry and Molecular Biology. Includes supervised honors research and instruction in an appropriate field of study. Prerequisites: Permission of the Biochemistry and Molecular Biology Committee.

URBAN STUDIES

Committee:

Rosanna Capellato, Department of Biology

Michael P. Kirby, Department of Political Science

Thomas McGowan, Department of Anthropology and Sociology, Chair

Charles W. McKinney, Jr., Department of History

Gail Murray, Department of History

Carla Shirley, Department of Anthropology and Sociology

Mark V. Smith, Department of Psychology

REQUIREMENTS FOR A MAJOR IN URBAN STUDIES

A total of forty (40) credits as follows:

1. Urban Studies 201: Introduction to Urban Studies
2. Interdisciplinary 222 or 322: Introduction to GIS or Seminar in GIS (One credit)
3. Political Science 316: Urban Policy
4. One of the following electives in Political Science: 200, 161 or 230
5. Anthropology and Sociology 343: Race/Ethnic Identities, Experiences and Relations
6. One of the following electives in Anthropology and Sociology 206, 303 or 307
7. One course in African-American history from the list below
8. Two courses of Urban Studies 460: Internship in Urban Studies
9. Two courses in the capstone senior program: Anthropology and Sociology 261 and Urban Studies 485
10. Three additional urban-related courses from the list below; other courses may be added during the school year; check with departmental chair during registration for a complete list of electives in Urban Studies; see appropriate departmental listing for course descriptions. Courses cannot be used as both requirements and electives. Courses with * require written consent of departmental chair.

REQUIREMENTS FOR A MINOR IN URBAN STUDIES

A total of eighteen (18) credits as follows:

1. Urban Studies 201: Introduction to Urban Studies
2. Two of the following electives in Political Science: 316, 200, or 230
3. Two of the following electives in Anthropology and Sociology 206, 303, 307, or 343
4. One course in African-American History from History 105*, 205*, 242, 305*, 342 or 343

STUDY ABROAD

Many Urban Studies students spend a semester abroad and some of the courses may be eligible for Urban Studies credit. However, students must provide the program chair with the course information before beginning the program. There are also some programs that are more appropriate for Urban Studies students (for example, see *Cities in the 21st Century at Trinity College in Hartford CT*).

ELECTIVES IN URBAN STUDIES

Courses with * must have urban content and require written consent of departmental chair. Eligible courses are posted on the Urban Studies Bulletin board on the third floor of Buckman Hall at registration time.

Anthropology and Sociology 206: Urban Social Problems

Anthropology and Sociology 265*: Selected Introductory Topics in Anthropology and Sociology

Anthropology and Sociology 300*: Cultural Motifs

Anthropology and Sociology 303: Medical Sociology

Anthropology and Sociology 307: Sociology of Education

Anthropology and Sociology 343: Race/Ethnic Identities, Experiences and Relations

Anthropology and Sociology 431: Special Problems

Art 225: Discovering Architecture

Business Administration 241: Financial Accounting

Business Administration 351: Financial Management

Business Administration 361: Management of Organizations

Business Administration 366: Personnel and Human Resource Management

Education 201: Foundations of Education
Geology 214-214L: Environmental Geology
History 105*: Selected Introductory Topics In History
History 205*: Selected Topics In History
History 242: African-American History
History 244: History of Childhood in America
History 305*: Selected Advanced Topics in History
History 342: Slavery in the United States
History 343: The Civil Rights Movement
International Studies 250: Mexican Politics and Society in the 20th Century
Political Science 161: Contemporary Issues in Public Policy
Political Science 200: Urban Politics
Political Science 230: Black Politics
Political Science 316: Urban Policy
Political Science 385: Criminal Justice
Political Science 401: Politics of Health and Health Care
Political Science 420: Urban Programs
Psychology 311: Counseling Psychology
Psychology 323: Social Psychology
Psychology 329: Developmental Psychology: Infancy and Childhood
Religious Studies 258: Religion in America: African American Religious History*
Urban Studies 450: Washington Semester (three classes can be used as electives and one class can be used as an internship, depending upon urban content)
Urban Studies 460: Internship in Urban Studies
Urban Studies 462: Field Projects in Community Organization

COURSE OFFERINGS

201. Introduction to Urban Studies.

Spring. Credits: 3.

Degree Requirements: Social Science.

An interdisciplinary approach to examining issues and institutions in American cities; neighborhoods, downtowns, suburbs, housing, poverty, environmental justice, nonprofits and city politics; discussion of urban public and social policies; field trips or service learning will be used to do hands on analysis of urban issues.

450. Washington Semester.

Fall, Spring. Credits: 16.

A sixteen-week study in Washington, D.C.; consists of seminars, internships and a research project. Students are required to take the urban research project. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship fund to the cost of attendance at American University.

Prerequisites: Consent of Chair and special financial arrangements with the College.

460. Internship in Urban Studies.

Fall, Spring. Credits: 3.

A directed internship with an urban, social, governmental, or nonprofit agency. The courses integrate traditional academic work in Urban Studies with practical internship experience.

Prerequisites: Two courses in Urban Studies or Urban Studies electives. (Education 450 may be used to satisfy Urban Studies 461.)

462. Field Projects in Community Organization.

Fall, Spring. Credits: 3.

Direct application of class work to an urban problem or issue through field work in an urban institution; development of a research or policy design before field activity; involvement of student, faculty sponsor and community agency sponsor.

Prerequisites: Three courses in Urban Studies or Urban Studies electives.

485. Senior Seminar in Urban Studies.

Spring. Credits: 3.

An investigation of subject areas in the discipline of Urban Studies that involves research collaboration between students and faculty.

AFRICAN AMERICAN STUDIES**Program Committee:**

Anita Davis, Department of Psychology, Chair

Susan Kus, Department of Anthropology/Sociology

Charles McKinney, Department of History

Katheryn Wright, Department of Modern Languages and Literatures

REQUIREMENTS FOR A MINOR IN AFRICAN AMERICAN STUDIES:

A total of eighteen credits as follows:

1. One required course: History 242: African American History

2. Five additional courses chosen from the following three categories. No more than three courses are to be chosen from either category A or B and students must take at least one course at the 300-level. Also, students are strongly encouraged to complete a semester-length internship at an approved site. Courses regularly offered include:

A. English, History, Modern Languages and Literatures, Music, Religious Studies:

English 224: Introduction to African American Poetry in the United States

English 364: African American Literature

French 354: African Literatures in French

History 105: Selected Introductory Topics in History (when topic is African American studies)

History 205: Selected Topics in History (when topic is African American studies)

History 247: The American South

History 305: Selected Advanced Topics in History (when topic is African American studies)

History 342: Slavery in the United States

History 343: The Civil Rights Movement

History 372: Atlantic Slave Trade

History 421: Race and the Other in Early Modern Europe

History 471: The African Diaspora: Voices From Within the Veil

Music 118: African American Music

Religion 232: Religion and Racism

Religion 258: African American Religion

Religion 259: Martin Luther King, Jr. and Civil Rights

- B. Anthropology/Sociology, International Studies, Political Science, Psychology
 Anthropology/Sociology 341: Peoples of Sub-Sahara African and Madagascar
 Anthropology/Sociology 343: Race/Ethnic Identities, Experiences and Relations
 International Studies 245: Government and Politics of Africa
 International Studies 431-432: Topics in International Studies (when topic is African American studies)
 Political Science 230: Black Politics
 Psychology 105: Special Topics in Psychology (when topic is African American studies)
- C. Internships (as approved by the departments and chair of the African American Studies program committee)
 Anthropology/Sociology 460
 History 460
 Political Science 460
 Psychology 460
 Urban Studies 460

LATIN AMERICAN STUDIES

Committee:

Daniel Arce, Department of Economics and Business Administration
Peter J. Ekstrom, Department of Anthropology/Sociology
Eric Henager, Department of Modern Languages and Literatures
Amanda Irwin, Department of Modern Languages and Literatures, Chair
Michael LaRosa, Department of History
Amy Risley, Department of International Studies
Timothy Watkins, Department of Music

REQUIREMENTS FOR A MAJOR IN LATIN AMERICAN STUDIES

A total of forty-five (45) credits as follows:

- Each of the eleven following courses:
 Anthropology/Sociology 103: Introduction to Anthropology or 205: Victims of Progress
 Economics 101: Introduction to Economics
 Economics 102: Introduction to Economics
 History 261: Colonial Latin American
 History 262: Modern Latin America
 International Studies 200: Introduction to Comparative Politics
 International Studies 273: Latin American Politics and Society
 International Studies 274: Issues in US-Latin American Relations or History
 363: History of U.S.-Latin American Relations
 Spanish 301: Advanced Spanish Language and Civilization
 Spanish 306: Introduction to Latin American Culture and Literature
 Latin American Studies 485: Senior Seminar
- Two of the following courses:
 Anthropology/Sociology 335: Modernization and Cultural Change
 Anthropology/Sociology 346: Peoples of South America (Amazonia)
 Anthropology/Sociology 350: Contemporary South American Society and Culture
 Music 119: Music in Latin America

3. Two of the following courses:
- Spanish 309: Spanish in Ecuador
 - Spanish 310: Spanish in Memphis
 - Spanish 320: Spanish American Drama
 - Spanish 330: Spanish American Poetry
 - Spanish 340: Latin American Colonial Literature
 - Spanish 360: Gender in Spanish American Literature
 - Spanish 370: Contemporary Southern Cone Literature
 - Spanish 405: Literature of Mexico after 1911
 - Spanish 406: Contemporary Novel of Spanish America
 - Spanish 408: Spanish American Short Story
 - Spanish 365: Special Topics in Spanish (only when dealing with a Latin American topic)

REQUIREMENTS FOR A MINOR IN LATIN AMERICAN STUDIES

A total of twenty-four (24) credits as follows:

- Anthropology/Sociology 103 or 105
- Anthropology/Sociology 335, 346 or 350
- History 261, 262
- International Studies 200, 273, and 274
- Spanish 306

COURSE OFFERINGS

206. Business Spanish Practicum.

Fall. Credits: 1.

Discussion of current Latin American business and economic conditions based on readings in major dailies, internet sources, and background materials. Course materials change each year. May be repeated once for credit.

485. Senior Seminar.

Fall. Credits: 3.

Senior Seminar is an interdisciplinary research project from the following departments: Anthropology/Sociology; History; International Studies; Foreign Languages (Spanish). Students must combine two disciplines in their research and work under the supervision of the faculty from the departments who are also members of the Latin American Studies Committee.

NEUROSCIENCE

Committee:

Jay A. Blundon, Department of Biology, Chair

Robert Strandburg, Department of Psychology

REQUIREMENTS FOR A MAJOR IN NEUROSCIENCE LEADING TO THE B.A. DEGREE

A total of sixty-two (62) credits as follows:

1. Seven (7) introductory courses
 - a) Biology 130-130L
 - b) Biology 140-140L
 - c) Chemistry 111-111L
 - d) Chemistry 112-112L
 - e) Philosophy 260
 - f) Psychology 150

- g) Psychology 200
- 2. Four (4) specific upper level courses
 - a) Biology 370
 - b) Psychology 211
 - c) Psychology 318
 - d) Neuroscience 485/486
- 3. Four (4) of the following electives
 - a) Biology 204, 207, 304, 307, 325
 - b) Chemistry 414
 - c) Neuroscience 451-452
 - d) Psychology 216, 220, 224, 306, 319, 327, 329
- 4. Courses recommended but not required
 - a) Chemistry 211-212 (L)
 - b) Computer Science 141
 - c) Mathematics 115
 - d) Physics 109, 113L, 110, 114L
 - e) Political Science 216

COURSE OFFERINGS

451-452. Research in Neuroscience.

Fall, Spring. Credits: 1-4

Qualified students may conduct laboratory research in neuroscience. Four credits of research may be used to satisfy one of the upper level electives for the Neuroscience Major. Involves at least three hours of work per week per credit, regular meetings with the faculty sponsor, and a formal presentation of the research product upon completion. Interested students should consult the Neuroscience Program committee.

Prerequisites: Permission of the sponsoring faculty member and the Neuroscience Committee.

485-486. Senior Seminar.

Fall or Spring. Credits: 4

All Neuroscience majors are required to enroll in Senior Seminar during one semester of their senior year. Senior Seminar is intended to be a capstone academic experience that involves student presentations and discussions of current primary literature in Neuroscience. Students will lead a discussion of primary literature articles and will also prepare a research paper on the same topic.

Prerequisites: Permission of the instructor.

495-496. Honors Tutorial.

Fall or Spring. Credits: 4-8

Open to senior candidates for honors research in Neuroscience with a minimum maintained GPA of 3.5. Each candidate must submit a research proposal to the Neuroscience Program Committee in September followed by a manuscript of their research by March of the next year. The honors degree in Neuroscience is contingent upon committee acceptance of the research manuscript. Includes supervised honors research and instruction in an appropriate field of study.

Prerequisites: Permission of the Neuroscience Committee.

AMERICAN STUDIES

Committee:

Marshall Boswell, Department of English, Chair
David P. McCarthy, Department of Art
Thomas Bremer, Department of Religious Studies
Dorothy C. Garceau, Department of History
Timothy S. Huebner, Department of History
James C. Lanier, Department of History
Gail Murray, Department of History
Leslie Petty, Department of English
Patrick A. Shade, Department of Philosophy
Carla Shirley, Department of Anthropology/Sociology

REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES

A total of eighteen (18) credits as follows:

1. American Studies 200 and American Studies 400
2. Three courses from three departments chosen from the following courses with an American Studies approach:
 - a. Anthropology/Sociology 105: Introductory Sociology
Anthropology/Sociology 210: Gender and Society
Anthropology/Sociology 343: Racial and Ethnic Minorities
 - b. Art 334: American Art
Art 344: Modern Art III
Art 345: Contemporary Art
 - c. English 225: Southern Literature
English 262: Survey of American Literature
English 265: Special Topics (when topic is American)
English 360: American Literature to 1880
English 361: American Literature 1875-1945
English 364: Black Writers in America
English 373: Contemporary Literature (when topic is American)
 - d. History 105: Selected Introductory Topics in History (when topic is American)
History 242: African-American History
History 244: History of Childhood in the United States
History 245: Women in United States History
History 247: The American South
History 341: Topics in Native American History
History 349: Black and White Women in the American South
History 354: Interpreting the American West
History 357: American Intellectual History: The Twentieth Century
History 445: Gender in the American West
 - e. Philosophy 370: American Philosophy
 - f. Political Science 212: American Political Thought
 - g. Religious Studies 251: Religion in America
 - h. Religious Studies 251: Religion in America
Religious Studies 258: Topics in the History of Religions (when subject is American)
Religious Studies 259: Topics in the History of Christianity (when subject is American)
3. One additional courses from Group 2 or from the following courses:
 - a. Anthropology/Sociology 206: Social Problems
 - b. Economics 201: Money and Banking
Economics 205: Public Economics

- Economics 206: Industrial Organization and Government Regulation of Business
- c. English 220: Women and Literature (when subject is American)
 - English 241: History and Criticism of American Cinema
 - English 265: Special Topics (when subject is American)
 - English 381: Topics in Film (when subject is American)
 - English 385: Topics in Advanced Literary Study (when subject is American)
 - d. History 231: North America in the Colonial and Revolutionary Eras
 - History 232: The United States in the Nineteenth Century
 - History 233: The United States in the Twentieth Century
 - History 258. American Traditions of Service, Philanthropy, and Social Change
 - History 335: Civil War and Reconstruction Era
 - e. International Studies 371: U. S. Foreign Policy
 - International Studies 372: Contemporary U. S. Foreign Policy
 - f. Music 118: Black Music in America
 - g. Philosophy 250: Topics in Philosophy (when subject is American)
 - h. Political Science 151: United States Politics
 - Political Science 200: Urban Politics
 - Political Science 230: Black Politics
 - Political Science 260: Congress and the Political Process
 - Political Science 301-302: Constitutional Law and Politics
 - Political Science 340: The American Presidency
 - i. Religious Studies 300: Selected Topics (when subject is American)

COURSE OFFERINGS

200. Introduction to American Studies.

Spring. Credits: 3.

Degree Requirements: Humanities.

An interdisciplinary, team-taught, topics course designed to introduce students to the methodologies of American Studies. Topics vary with instructors. Readings will include studies of myths and symbols; scholarship that employs the analysis of race, gender, and class; explorations in popular culture.

400. Senior Research Paper in American Studies.

Fall. Credits: 3.

Degree Requirements: Humanities.

An interdisciplinary research paper, modeled on the example of honors projects. Students will identify a topic of study, write a proposal, develop a bibliography, and produce a research paper with the guidance of three members of the American Studies Committee.

Prerequisites: American Studies 200 and at least three courses from those listed in the American Studies minor. Open only to seniors.

ARCHAEOLOGY

Committee:

Ryan Byrne, Religious Studies, co-Chair
Milton Moreland, Religious Studies, co-Chair
Dee Garceau, History
Susan Kus, Anthropology and Sociology
Kenny Morrell, Greek and Roman Studies
Jon Russ, Chemistry
Glenda Swan, Art
Ann Viano, Physics

REQUIREMENTS FOR A MINOR IN ARCHEOLOGY:

A total of eighteen credit hours as follows:

1. Archaeology 210 or Anthropology 250: Learning from Things: Material Culture Studies
2. Archaeology 220 or Art 220: Archaeological Methods
3. Three courses selected from a list of courses that deal with archaeological issues offered in various departments. At least two departments must be represented to satisfy this requirement.

Anthropology/Sociology 207: Becoming Human: Archaeology and the Origins of Culture

Anthropology/Sociology 208: Pyramids and Palaces: Archaeology of Complex Societies

Anthropology/Sociology 211: Women in Prehistory and Women as Prehistorians

Art 318: Greek Art and Architecture

Art 319: Roman Art and Architecture

Art 320: Art and Architecture of Ancient Egypt and the Near East

Chemistry 105: Topics in chemistry (when offered as Archaeometry)

Greek and Roman Studies 305: Travel-Study in Europe, the Mediterranean, and the Near East

Religious Studies 260: Archaeology and the Biblical World

Religious Studies 265: Archaeology and the Biblical World: Field Work (with permission)

4. A choice of one course from the following two options.

Archaeology 450: Archaeological Field School

Archaeology 460: Internship

COURSE OFFERINGS

210. Learning from Things: Material Culture Studies

Spring. Credits: 3.

While we are symbol users and inhabitants of imagined worlds, we are also tool makers whose hands are “dirtied” in manipulating the world. This course will focus attention on of our “materiality” and our engagement with the material world. Examples of material culture studies will be drawn from such disciplines as archaeology, anthropology, geography, history, art history, folklore, popular culture, architecture, and museum studies. Material culture studies, while a rich source of information is also a challenging arena for the study of individuals, societies and cultures because objects neither “speak” unambiguously nor directly to us. Students will come to appreciate how astute observation underpinned by theoretical acumen and the clever framing of questions can allow us to “learn from

things." This course is cross-listed as Anthropology/Sociology 250.

220. Archaeological Methods.

Credits: 3.

This class will expose students to a range of archaeological methods used in the field, laboratory and museum to find, record, date, preserve and contextualize physical materials. Basic methods of investigation and research will be discussed through the examination of site survey, excavation and the analysis of artifacts. Students will be introduced to various systems of archaeological classification and analytical techniques for understanding objects such as lithic artifacts, pottery, human skeletal remains, and other historic and prehistoric artifacts. Artifact illustration, photography, cataloguing and curating will also be discussed. (Course offered every third year; scheduled for 2006-2007.)

450. Archaeological Field School.

Credits: 3.

A supervised training course (ordinarily in the summer) in archeological methods at a controlled excavation. Students will live on the site and participate as crewmembers in the excavation, registration, restoration and publication of archaeological remains. Most students will participate in the Rhodes summer field school at the Ames Plantation, but alternative field schools in the USA or abroad are acceptable alternatives pending the approval of the chair of the Archaeology Program.

460. Internship.

Credits: 3.

A supervised learning experience involving archaeological and/or material culture studies out of state, abroad, or in the community outside of the college. This may include museums, laboratories, cultural resource management firms, cultural conservation projects, historical landmarks, surveying firms, etc. The student and the faculty advisor will devise the program of field work and submit it for approval to the chair of the Archaeology Program.

ASIAN STUDIES

Committee:

Michael R. Drompp, Department of History, *Chair*

John F. Copper, Department of International Studies

Ming Dong Gu, Department of Modern Languages and Literatures

John C. Kaltner, Department of Religious Studies

David Mason, Department of Theatre

Mark W. Muesse, Department of Religious Studies

Lynn B. Zastoupil, Department of History

REQUIREMENTS FOR A MINOR IN ASIAN STUDIES:

A total of twenty-one (21) credits as follows:

1. Asian Studies 150: Asian Societies Past and Present
2. Six additional courses (200-level or above) chosen from the following two disciplinary groups, with at least one course from each group and no more than three courses from any one group. One of these six courses may take the form of a directed inquiry if approved by the Asian Studies Committee. Courses currently being offered which meet this requirement are:

Humanities

- Chinese 205: Modern Chinese Literature in English Translation
- Chinese 210: Chinese Literary Heritage
- Chinese 300: Asian Humanities: India, China, Japan
- History 281: The Origins of Chinese Civilization
- History 282: Late Imperial China
- History 285: Nomads of Inner Asia
- History 288: Japanese Civilization
- History 289: East Asia in the Modern World
- History 293: Medieval India
- History 294: Modern India
- History 382: Modern China
- History 388: Modern Japan
- Religion 255: Living Religions of Today's World (when topic centers on Asia)
- Religion 258: Topics in History of Religions (when topic centers on Asia)

Social Sciences

- Economics 212: Economic Development (when topic centers on Asia)
- International Studies 261: Government and Politics of China
- International Studies 262: China's Foreign Policy
- International Studies 263: Government and Politics of Japan
- International Studies 264: Government and Politics of Southeast Asia
- International Studies 285: The East Asia Miracle
- International Studies 395: United States Foreign Policy in East Asia
- International Studies 432: Topics in International Studies (when topic centers on Asia)

COURSE OFFERINGS

150. Asian Societies Past and Present.

Fall. Credits: 3.

This introductory, interdisciplinary course takes a thematic approach to important issues in Asian societies. By examining these broad topics, the student will see how each society's past informs its present, and thus will develop a basis for the further study of these societies. Important subjects to be discussed will include the interactions among Asian cultures and the transmission of ideas, the development of Asia's significant religious and philosophical traditions, the inherent tension between nomads and cultivators, and Asian societies' experiences with Western political and economic expansionism.

EARTH SYSTEM SCIENCE

Committee:

Carol L. Ekstrom, Department of Physics (Geology)

David H. Kesler, Department of Biology

REQUIREMENTS FOR A MINOR IN EARTH SYSTEM SCIENCE

A total of twenty (23) credits as follows:

1. Geology 111: Earth System Science
2. Geology 116: Global Environmental Change
3. Statistics (Math 111 or Economics 290, or Psychology 211) or Interdisciplinary 222-322: GIS (for a total of three credit hours)
4. Twelve additional credits, selected from the following courses. The courses must be in at least two different departments: a maximum of one course may be taken from Group B.

Group A

- Biology 200. Evolution
- Biology 212. Environmental Issues in South Africa
- Biology 214. Environmental Field Study in Namibia*
- Biology 252. Coral Reef Ecology: Primary Literature
- Biology 253-254. Coral Reef Ecology*
- Biology 315. Ecology
- Biology 375. Conservation Biology
- Geology 112. Evolution of the Earth
- Geology 214. Environmental Geology*
- Geology 301. Special Problems in Geology
- Geology 460. Internship in Geology
- Physics 101. Astronomy

Group B

- Anthropology/Sociology 205. Victims of Progress
- Anthropology/Sociology 321. Ecological Anthropology
- Interdisciplinary 260. Frontiers of Environment and Culture
- Philosophy 250. Environmental Ethics
- Religious Studies 200. Topics course (when environmental topic)
- 5. One Experiential Learning involvement:
 - Courses marked with an *, or pre-approved research, internships, or volunteer projects. Pre-approved off-campus courses may be used to fulfill the ESS Requirements.

ENVIRONMENTAL SCIENCE

Committee:

Charles Stinemetz, Department of Biology, Chair

Rosanna Cappellato, Department of Biology

Carol Ekstrom, Department of Physics (Geology)

Eric Gottlieb, Department of Mathematics and Computer Science

Jon Russ, Department of Chemistry

Requirements for a minor in Environmental Science

A total of 24-28 credit hours and one additional experiential environmental experience as follows:

1. Two of the following introductory courses in environmental science:
 - a. Geology 116: Global Environmental Change
 - b. Geology 111-111L: Introduction to Earth System Science
 - c. Biology 105: Environmental Science
2. Three of the following courses:
 - Biology or Geology 254: Coral Reef Ecology
 - Biology 315: Ecology
 - Biology 212 and 214 (taken together): Environmental Issues in Southern Africa, Environmental Field Studies in Namibia and Botswana
 - Chemistry 406: Instrumental Analysis
 - Chemistry 422: Advanced Organic Chemistry
 - Geology 214-214L: Environmental Geology
3. One additional environmentally-oriented course 200 or higher level approved by the program committee
4. One additional environmentally-oriented experience based on experiential learning. These experiences will be approved by the environmental science

committee but may include independent research, internships, service projects, summer experiences, international experiences.

FILM STUDIES

Committee:

Thomas F. Cohen, Department of English, Chair

Mike LaRosa, Department of History

Jennifer Brady, Department of English

Valerie Nollan, Department of Foreign Languages and Literature

James Vest, Department of Foreign Languages and Literature

REQUIREMENTS FOR A MINOR IN FILM STUDIES

A total of eighteen (18) credit hours as follows:

1. English 202
2. English 382
3. Four courses to be chosen from a list of offerings in various departments. One of these requirements may be satisfied by a directed inquiry or an internship (on approval of the Film Minor Committee). At least two of these courses must be 300- or 400-level courses. Courses currently being offered which meet one or more of these requirements are:

Art 345: Contemporary Art

English 245: Special Topics in Cinema

English 241: History and Criticism of American Cinema

English 242: World Film

English 381: Advanced Topics in Film

French 234: Hitchcock and Truffaut

French 332: French Drama

French 334: French Cinema

German 307: German Cinema

History 205: History of Latin America through Film

Russian 214: Dostoevsky in Literature and Film

Russian 210: Russian/Soviet Cinema

WOMEN'S STUDIES

Committee:

Jennifer Brady, Department of English

Anna Dronzek, Department of History

Kathleen Doyle, Department of Modern Languages and Literatures

Carol Ekstrom, Department of Physics (Geology)

Brooke Findley, Department of Modern Languages and Literatures

Dee Garceau-Hagen, Department of History, Chair

Judith Haas, Department of English

Susan Kus, Department of Anthropology/Sociology

Darlene Loprete, Department of Chemistry

Shira Malkin, Department of Modern Languages and Literatures

Michelle Mattson, Department of Modern Languages and Literatures

David McCarthy, Department of Art

Gail Murray, Department of History

Leslie Petty, Department of English

Rocio Rodriguez del Rio, Department of Modern Languages and Literatures

Carla Shirley, Department of Anthropology/Sociology

Gail Streete, Department of Religious Studies

Glenda Swann, Department of Anthropology/Sociology

Susan Uselmann, Department of English

Marsha Walton, Department of Psychology

REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES

A total of eighteen (18) credits as follows:

1. Women's Studies 200. Introduction to Women's Studies.
2. Women's Studies 400. Seminar in Contemporary Feminist Theory.
3. Four courses selected from the Women's Studies curriculum. Two of these courses must come from fields *outside of one's major*. For one of these four WS courses, students are encouraged to consider an Internship or a Directed Inquiry. An Internship or Directed Inquiry must be approved by the Women's Studies Committee.

Women's Studies courses regularly offered include, but are not limited to:

Anthropology/Sociology 210: Gender and Society

Anthropology/Sociology 211: Women in Prehistory

Art 265: Women in the Ancient World

English 220: Topics in Women and Literature

English 221: The Novel of Manners

English 320: Women Writers in the Middle Ages

French 441: Women Writers, Women's Writing

History 205: Selected Topics in Women's History

History 245: Women in United States History

History 249: Black and White Women in the South

History 345: Gender in the American West

Psychology 232: Psychology of Women

Religious Studies 232: Religion and Sexuality

Religious Studies 258: Women in World Religions

Spanish 350: Short Fiction by Spanish Women Writers

Spanish 365: Medieval and Early Modern Spanish Women Writers

COURSE OFFERINGS

200. Introduction to Women's Studies.

Spring. Credits: 3.

Degree Requirements: Humanities.

An interdisciplinary course designed primarily for first and second year students. This course assists students in formulating questions about gender as it relates to their work in various disciplines across the curriculum.

400. Seminar in Contemporary Feminist Theory.

Fall. Credits: 3.

Degree Requirements: Humanities.

An interdisciplinary seminar in contemporary feminist thought for third and fourth year students. Students will examine contributions of feminist scholars in political theory, literary criticism, theology, psychology, anthropology, and philosophy.

INTERDISCIPLINARY MAJORS

Students interested in interdisciplinary study are encouraged to consider interdisciplinary majors. Details about such majors may be found in this catalogue under Planning A Degree. The following interdisciplinary majors have been approved by the Faculty, and the required courses have been defined as listed below. Students declare these interdisciplinary majors in the same manner as a standard major.

ECONOMICS AND INTERNATIONAL STUDIES

A total of fifty-one to fifty-five (51-55) credits as follows:

1. Economics 101-102, 290, 302, 307, 486 and two from Economics 210, 312, 407.
2. Mathematics 115.
3. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
4. Political Science 151.
5. An appropriate foreign language through completion of the second year.

FRENCH AND INTERNATIONAL STUDIES

A total of fifty-four (54) credits as follows

1. International Studies 100, 190, 200, 300, 475, plus six (6) additional credits on a region or a topic, e.g., Russian/Soviet Successor States, Europe, International Law and Organization, etc.
2. Economics 101-102.
3. Political Science 151.
4. Twenty-one (21) credits from French courses numbered 300 or above, to be determined in consultation with a faculty member in French, and French 485-486 (Senior Paper and Senior Review).

GERMAN AND INTERNATIONAL STUDIES

A total of fifty-four (54) credits as follows:

1. International Studies 100, 190, 200, 300, 475, plus six (6) additional credits on a region or a topic, e.g., Russian/Soviet Successor States, Europe, International Law and Organization, etc.
2. Economics 101-102.
3. Political Science 151.
4. Twenty-one (21) credits from German courses numbered 300 or above, to be determined in consultation with a faculty member in German, and German 486 (Senior Seminar).

HISTORY AND INTERNATIONAL STUDIES

A total of sixty to sixty-four (60-64) credits as follows:

1. History 101, 232, 233, 485, and two of the following courses: 224, 216, 217.
2. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
3. Economics 101-102, Political Science 151.
4. Area Requirement in History and International Studies: (Choose one)
 - a. Western Europe: History 326, 394; I.S. 281, 282
 - b. China: History 282, 382; I.S. 261, 262
 - c. East Asia (excluding China): History 288 or 289, 388; I.S. 263, 264.
5. An appropriate foreign language through completion of the second year.

Political Science and International Studies

A total of forty-five to forty-nine (45-49) credits as follows:

1. International Studies 100, 190, 200, 300, 475, plus one two-course sequence.
2. Political Science 151, 260, 340, and one of the following courses: 212, 214, 230, 314, plus six additional hours in Political Science.
3. Economics 101, 102.
4. An appropriate foreign language through completion of the second year.

INTERDISCIPLINARY COURSES**HUMANITIES****Basic Requirement In Humanities**

The Life program and the Search program described below offer alternative ways to fulfill the Basic Requirement in Humanities in the College's general degree requirements.

Life: Then and Now.**Staff:**

Mark W. Muesse, Department of Religious Studies, Director

Thomas Bremer, Department of Religious Studies

Ryan Byrne, Department of Religious Studies

Patrick Gray, Department of Religious Studies

Stephen R. Haynes, Department of Religious Studies

Luther D. Ivory, Department of Religious Studies

John C. Kaltner, Department of Religious Studies

Steven L. McKenzie, Department of Religious Studies

Bernadette McNary-Zak, Department of Religious Studies

Milton C. Moreland, Department of Religious Studies

Brendan M. O Sullivan, Department of Philosophy

Ross C. Reed, Department of Philosophy

Michelle V. Roberts, Department of Religious Studies

Patrick A. Shade, Department of Philosophy

Gail P. C. Streete, Department of Religious Studies

In the first two courses of the Life: Then and Now program, the student is introduced to the major methodological approaches to the study of religion represented in the "Life" curriculum. The student selects the last course from a range of courses that apply these specific methodological approaches to different aspects of religion. Fuller course descriptions may be found in the departmental listings.

Religious Studies 101. The Bible: Texts and Contexts. (First Semester, First Year) [4]. The first in a two-course sequence that introduces the "Life" curriculum, this course focuses on introducing students to the academic study of the Bible. Students survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention is paid to understanding the role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.).

Religious Studies 102. The Bible: Texts and Contexts. (Second Semester, First Year) [4]. This course continues the introduction to the "Life" sequence begun

in Religious Studies 101 by examining the development of central themes in the Christian theological tradition. The course begins with classical figures from the early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th and 21st centuries, including the advent of the comparative study of religion.

Final Courses. The concluding courses in the “Life” curriculum allow the student to focus in particular areas of the study of religion or philosophy. See the departmental listings under “Religious Studies” and “Philosophy” for specific courses in the Life curriculum.

The Search for Values in the Light of Western History and Religion.

Staff:

David H. Sick, Department of Greek and Roman Studies, Director

Ryan Byrne, Department of Religious Studies

Daniel E. Cullen, Department of Political Science

Anna Dronzek, Department of History

Patrick Gray, Department of Religious Studies

Judith P. Haas, Department of English

Douglas W. Hatfield, Department of History

Jeffrey H. Jackson, Department of History

John C. Kaltner, Department of Religious Studies

David Mason, Department of Theatre

Karl-Heinz Maurer, Department of Modern Languages

Bernadette McNary-Zak, Department of Religious Studies

Milton C. Moreland, Department of Religious Studies

Kenneth S. Morrell, Department of Greek and Roman Studies

Gail S. Murray, Department of History

Michael Nelson, Department of Political Science

Valerie Z. Nollan, Department of Modern Languages

Brendan M. O’Sullivan, Department of Philosophy

Katherine Panagakos, Department of Greek and Roman Studies

Ross C. Reed, Department of Philosophy

Gail P. C. Streete, Department of Religious Studies

Glenda M. Swan, Department of Art

James M. Vest, Department of Modern Languages

Timothy D. Watkins, Department of Music

Brian M. Warren, Department of Greek and Roman Studies

Stephen H. Wirls, Department of Political Science

Humanities 101-102, 201-202. First year (Fall-Spring); Sophomore year (Fall-Spring) [4-4, 3-3] [4-4-4 beginning in 2007-2008]

The Search for Values in the Light of Western History and Religion is an interdisciplinary study of the ideas, beliefs, and cultural developments that have formed Western culture. In the first year, students examine original documents in translation from the history and literature of the Hebrews, the Greeks, the Romans, and the early Christians. Selected texts from the Hebrew Bible are read and discussed in conjunction with the ideas and themes of Mesopotamian and Greek culture. Students study the Gospels and selected letters from the New Testament in conjunction with Hellenistic and Roman history, life, and thought.

In the second year, students trace the roles of biblical and classical heritages in the shaping of the values, character, and institutions of western culture and its understanding of self and world. To this end, they read and discuss selections from

the works of philosophers, theologians, political writers, scientists, and literary artists from the Middle Ages to the present. Courses in the second year focus attention on the following disciplines: Fine Arts, History, Literature, Philosophy, Politics, and Religious Studies. Students choose one of these disciplinary areas as the emphasis.

INTERDISCIPLINARY COURSE OFFERINGS

222. Geographic Information Systems (GIS).

Spring. Credits: 1.

Geographic information systems (GIS) technology is a tool used for scientific investigations, resource management and development planning. GIS technology is a collection of digital maps, associated digital data, and software tools that can answer spatially posed questions. This course will introduce students to GIS technology, GIS software and the application of GIS in a variety of natural and social science disciplines, including anthropology, biology, economics and business, geology, political science international studies, and urban studies.

240. Effective Public Speaking.

Fall, Spring. Credits: 3.

This course provides students with frequent opportunities to practice oral communication skills. Students study the fundamentals of healthy and efficient voice production, as well as the use of the voice and body as instruments of expression and persuasion.

260. Frontiers of Environment and Culture: New Mexico Field Course.

Summer. Credits: 3.

In the American West, the record of human encounters with the land and of encounters between cultures tells a larger story of transformation that is the frontier experience. The landscapes of New Mexico encompass high desert, alpine mountains, sandstone canyons, volcanic rifts, and riverine plains. The cultural landscape includes Apache, Pueblo, Ute, Spanish, Mexican, and Anglo settlement and traditions. Together these diverse environments also represent diverse chronologies, including geologic "deep time," prehistory, history, and mythic time. Because of its diversity, New Mexico is a place where frontiers of environment and culture are brought into bold relief. Each year, this two-week field course in New Mexico will combine perspectives from three of the following disciplines: Anthropology, Art, Biology, Geology, History, Literature, Religious Studies, Sociology, or Spanish.

263. Mock Trial Participation.

Spring. Credits: 1.

Preparation for and participation in intercollegiate Mock Trial competitions. Participants prepare cases around assigned sets of facts. They then practice and compete in roles of both lawyer and witness.

Prerequisites: Political Science 262 and invitation of the instructor. A total of 4 credit hours may be earned for Mock Trial Participation.

322. Geographic Information Systems Research Seminar.

Fall, Spring. Credits: 1-2.

This course is designed for students who have already been introduced to the analytical tools of GIS. Students will undertake a research project under the

supervision of one of the faculty teaching this course. The research project will culminate in a paper and presentation. The seminar will meet in an ongoing basis to exchange ideas, report on progress, and share potential sources of information.

331. Theory and Practice of Scholarship Grant Writing.

Spring. Credits: 1.

This course is a workshop designed to assist students in the theoretical and practical aspects of writing successful grants for post-graduate scholarships and other competitive opportunities. Students learn about the various options available, read scholarly literature on grant writing, develop strategies for writing proposals and give and receive criticism on proposals and projects. By the conclusion of the course, students are prepared to compete for national postgraduate scholarships.

485, 486. Interdisciplinary Senior Seminar.

Fall, Spring. Credits: 4.

This course is intended for the student who is pursuing an interdisciplinary, self-designed major. In the event that the student is unable to unify the senior seminar experiences of the departments involved in the major or to take each of the department's senior seminars, the Interdisciplinary Senior Seminar will be utilized to serve as the culminating experience for the major. It is intended to be an experience that will show both a breadth and a depth of knowledge in the integration of the departments, requiring both written and oral work.

INTERNATIONAL STUDIES

PROFESSORS

John F. Copper. 1977. The Stanley J. Buckman Distinguished Professor of International Studies. B.A., University of Nebraska; M.A., University of Hawaii; Ph.D., University of South Carolina. (East Asia, China and Japan, international politics, international law.)

Andrew A. Michta. 1988. The Mertie Buckman Distinguished Professor of International Studies. B.A., St. Mary's College; M.A., Michigan State University; Ph.D., The Johns Hopkins University. On Leave, 2005-2007. (U.S. foreign and security policy, Central and Eastern Europe, Russia and Soviet successor states, international politics.)

ASSOCIATE PROFESSOR

Stephen J. Ceccoli. 1998. B.A., Heidelberg College; Ph.D., Washington University. (International Relations, research methods, comparative public policy.)

ASSISTANT PROFESSORS

Ron Gelleny. Chair. 2004. B.A., M.A., McMaster University; Ph.D., Binghamton University-SUNY. (International relations, comparative politics, comparative and international political economy, Western Europe, human rights)

Lawrence Hamlet. 2001. A.B., Princeton University; M.A., Johns Hopkins University; Ph.D., Harvard University. (International relations theory, international organizations, international political economy, the European Union.)

Taehyun Nam. 2005. B.A., Hankuk university of Foreign Studies, Korea; M.A., The American university; Ph.D., University of Kansas. (Contentious politics, East Asia, comparative politics, international relations.)

Shadrack W. Nasong'o. 2005. B.A. and M.A., University of Nairobi, Kenya; Ph.D., Northeastern University. (African Politics, international relations, Comparative Politics.)

Amy Risley. 2005. B.A., University of Wisconsin, Madison; M.A., New York University; Ph.D., University of Texas at Austin. (Latin American politics, comparative politics.)

STAFF

Brenda Somes. Departmental Assistant.

The Department of International Studies offers a number of interdisciplinary majors in cooperation with other departments. These majors include International Studies/Economics; International Studies/Foreign Languages; International Studies/History; and International Studies/Political Science.

REQUIREMENTS FOR A MAJOR IN INTERNATIONAL STUDIES

A total of sixty (60) credits as follows:

1. Required courses: International Studies 100, 190, 200, 300, 475 or 495-496.
2. One other 400 level course (excluding I.S. 460 and 470).
3. Economics 101-102.
4. Political Science 151.
5. Twenty-four (24) additional credits in International Studies with at least 6 credits from each area (A and B). Most courses should be taken in pairs as listed below.
6. Completion of courses in a modern foreign language through the second full year at the college level (through the 202 or 205 course). (Greek, Hebrew,

or Latin will not satisfy this requirement.) An equivalent proficiency in mathematics, statistics or computer science may be substituted for the fourth semester of the language requirement through petition to the International Studies Department.

7. A Senior Paper or Honors Paper (done in I.S. 475 or I.S. 495-96).

REQUIREMENTS FOR A MINOR IN INTERNATIONAL STUDIES

A total of twenty-four (24) credits as follows:

1. International Studies 100, 190, 200, 300.
2. One two-course sequence numbered 200 or above in either area A or B.
3. One 400-level course (excluding I.S. 460 and 470) taken in the junior or senior year.

AREAS OF CONCENTRATION:

Area A Functional Specializations

- 310-312: Comparative/International Political Economy
- 336: Nationalism
- 371-372: U.S. Foreign Policy/National Security Policy
- 395: U.S. Foreign Policy in East Asia
- 420: Revolution in World Politics
- 421: Democratization in World Politics
- 451-452: International Organization/International Law

Area B Area Specializations

- 221: Russia/Soviet Successor States
- 243-244: The Middle East
- 245-246: Africa
- 261-262: China/Chinese Foreign Policy
- 263-264: Japan/Southeast Asia
- 273-274: Latin America
- 281-282: Western Europe
- 283: Eastern and Central Europe
- 285: The East Asia Miracle

Other Courses (these can be either A or B area courses):

- 133: Model United Nations
- 431-432: Selected Topics in International Studies
- 450: Washington Semester
- 460: Internship in International Studies (1-8 credit hours)
- 470: Summer Internship Abroad (Mertie W. Buckman Student Fellowship Program) (4 credit hours)

HONORS IN INTERNATIONAL STUDIES

Prerequisites: Senior standing, a minimum GPA of 3.50 in all course work. Approval of the department.

Required: A project consisting of an intensive research effort, the presentation and refinement of a research design, the writing and rewriting of the senior paper and the ultimate submission and a defense of the paper to the department (including faculty and students).

COURSE OFFERINGS

100. Introduction to International Relations.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science, F8.

A survey of contemporary international politics. Major topics covered in this

course include international political geography, the nation-state, modern diplomacy, international political economy, international law and organization, the East-West conflict, North-South issues, and the evolution of the international system.

133. Model United Nations.

Fall, Spring. Credits: 1.

Simulation of United Nations bodies (General Assembly, Security Council, etc.) in a controlled class environment to prepare students for participation in Model United Nations Sessions to which Rhodes College is invited annually. Students engage in detailed topical research on political, economic, and social issues of assigned countries and formulate position papers and resolutions for debate in the simulation. May be repeated for credit (4 credits maximum).

190. International Politics since 1945.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science.

An extensive survey of key world events and trends in the international system since 1945. Topics will include the origins, evolution, and end of the cold war, communism and postcommunism, the rise and decline of superpowers, decolonization and East-West competition, limited wars, the rise of nationalism, the role of nuclear weapons in world politics, changes in the world economy, and challenges facing the United States today.

200. Introduction to Comparative Politics.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science, F8.

An introduction to the principal theories, analytical approaches, and methods relating to the study of comparative politics. Concrete country and case studies are used to highlight the relationship between the tools of comparative politics and real world events.

221. Russia and Soviet Successor States.

Fall. Credits: 4.

Degree Requirements: Social Science.

A study of the countries comprising the former USSR. The course will discuss the politics of the reform, as well as the domestic, foreign, and security policies of the successor states, and the context of the changed global power equation after the Cold War.

Prerequisites: International Studies 190 and 200 or permission of instructor.

243. Government and Politics of the Middle East.

Fall. Credits: 4.

Degree Requirements: Social Science.

An introduction to the cultural and social roots of politics, the legacy of colonialism, the sources of political power, grass roots challenges to elite control, the political economy of the region, and international relations. Throughout, the course emphasizes an interdisciplinary framework for understanding the politics of the Middle East and highlights the linkage among culture, economics, politics, and power.

Prerequisites: International Studies 200.

244. Issues in Middle East Politics.

Spring. Credits: 4.

Degree Requirements: Social Science.

Each year a topic of pressing importance to Middle East politics is addressed. Possible topics include Islamic activism, democratization, the Arab-Israeli dispute, the war on terrorism, the political economy of oil.

Prerequisites: International Studies 200, International Studies 243.

245. Government and Politics of Africa.

Fall. Credits: 4.

Degree Requirements: Social Science.

The African mosaic in its complexity is introduced to students in this course. Beginning with a brief review of African history, the politics, economics and social transitions on the continent since 1945 will be examined. The role of both external and internal factors in shaping these transitions provides the theoretical focus for an investigation of present political economy, and future possibilities.

Prerequisites: International Studies 200 or permission of the instructor.

261. Government and Politics of China.

Fall. Credits: 4.

Degree Requirements: Social Science.

A study of the political system of the People's Republic of China, including an examination of the three centers of power (party, government, and military), ideology, leadership, political change, provincial and local governments. The Chinese political system will be assessed as a unique communist system and one that is changing due to rapid economic development. Current political problems will be analyzed.

Prerequisites: International Studies 200 or permission of the instructor.

262. China's Foreign Policy.

Spring. Credits: 4.

Degree Requirements: Social Science.

An analysis of China's foreign policy from 1949 to the present. Particular emphasis will be placed on China's relations with the United States, Russia, Japan and Europe, its bid to lead the Third World bloc, Beijing's efforts to adjust to a new world order and its new role as an economic power.

Prerequisites: International Studies 190 or permission of the instructor.

263. Government and Politics of Japan.

Fall. Credits: 4.

Degree Requirements: Social Science.

A study of the Japanese political system focusing on political culture, constitutionalism, the party system, elections, political leadership, local governments, and the relationship among business, labor, and the bureaucracy. The Japanese political system is assessed as a mixed presidential-parliamentary system and as a model in terms of consensus efficiency and smooth decision-making.

Prerequisites: International Studies 200 or permission of the instructor.

264. Government and Politics of Southeast Asia.

Spring. Credits: 4.

Degree Requirements: Social Science.

A study of political structures, parties, bureaucracies, leadership hierarchies,

foreign policies in selected Southeast Asian countries. Particular attention will be given to political development; the impact of war in Indochina; the threat of communism; the potential for regional organizations, especially the Association of Southeast Asian Nations (ASEAN); and the area's role in the new world order.

Prerequisites: International Studies 200 or permission of the instructor.

273. Government and Politics of Latin America.

Fall. Credits: 4.

Degree Requirements: Social Science.

A study of the domestic political and economic development of Latin America. Topics include political history, political culture, political actors and institutions, governmental systems and the state, and contemporary political issues. Other topics in the economic area include underdevelopment, trade and political economy. Selected countries are examined as case studies to describe and explain Latin American political life in a variety of environments.

Prerequisites: International Studies 200.

274. Contemporary Issues in Inter-American Relations.

Spring. Credits: 4.

Degree Requirements: Social Science.

A study of the international aspects of politics in Latin America, with particular attention to its relationship with the United States. Special attention is given to issues in U.S.-Latin American relations. Topics include diplomatic history, the Cold War and post-Cold War environments, the relationship of domestic and international politics in the region, and contemporary Latin America issues such as debt, development, trade and integration, environment, immigration, drugs and democracy. The foreign policies of major Latin American powers are also examined.

Prerequisites: International Studies 200.

281. Government and Politics of Western Europe.

Fall. Credits: 4.

Degree Requirements: Social Science.

A comparative study of the governmental structures and political dynamics of the United Kingdom, France, Germany and Italy. The varieties of parliamentary democracy, their political evolution in recent decades, comparisons of political cultures, and the disparate decision making patterns will be emphasized.

Prerequisites: International Studies 200 or permission of the instructor.

282. Politics of European Integration.

Spring. Credits: 4.

Degree Requirements: Social Science.

An examination of the post World War II transformation of Europe: the loss of empire, the evolution of the European Union institutions and the development of new national, regional and international roles. Emphasis will be on the political issues, economic problems, and defense debates within and among the countries of the European Union in the last decade.

Prerequisites: International Studies 100 and 281, or permission of instructor.

283. Eastern and Central Europe.

Spring. Credits: 4.

A study of contemporary Eastern and Central Europe, including domestic politics, foreign and economic policy, regional cooperation, and discord. Special attention

will be paid to the changes taking place in the region in the aftermath of the 1989 anti-communist revolutions, including prospects for democracy and market reform in the region.

Prerequisites: International Studies 200 or permission of instructor.

285. The East Asia Miracle.

Spring. Credits: 4.

Degree Requirements: Social Science.

This course will focus on the development (economic and political) miracles that have taken place in East Asia since WWII. Special attention will be given to change in Japan since the war, the Four Dragons (S. Korea, Taiwan, Hong Kong and Singapore), where economic growth seems to have produced democracy, Southeast Asia, and China.

Prerequisites: International Studies 100.

300. International Relations Theory.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science.

An examination of the major theoretical paradigms in the study of international politics. An overview of approaches to the study of international relations with emphasis on the realist/liberal/Marxist debates. Theories of war, and peace will be analyzed.

Prerequisites: International Studies 100.

310. Comparative Political Economy.

Fall. Credits: 4.

Contemporary nation-states display a wide range of diversity in their patterns of power and authority and choices of economic systems. This course seeks to comprehend from a theoretical perspective the processes which produced these present systems, their similarities and differences, and their sources and mechanisms of change. Major theoretical perspectives will be reviewed.

Prerequisites: International Studies 200.

312. International Political Economy.

Spring. Credits: 4.

This course provides an overview of the major issues in international political economy: interdependence, the making of foreign economic policy, evolution of the international financial system, the role of multinational corporations, and issues in the North-South dialogue. Emphasis is on the variety of ways in which political and economic forces interact to affect flows of goods, services, investments, money and technology. Students will focus on a particular topic for in-depth analysis.

Prerequisites: International Studies 100 or permission of instructor.

336. Nationalism.

Spring. Credits: 4.

Degree Requirements: Social Science.

A study of nationalism and its impact on international relations. The course examines the roots of national identity, the evolution of nationalism in the twentieth century, and changes brought about by the end of the Cold War. It explores links between nationalism and foreign policy-making, war, and conflict resolution.

Prerequisites: International Studies 200 or permission of the instructor.

350. Research Methods in International Relations.

Fall. Credits: 4.

This course examines various tools and methods used in the study of international relations. The formulation and design of research projects will be emphasized. Basic analytical concepts and techniques will also be introduced as students explore various approaches to the study of world politics.

Prerequisites: International Studies 200 and 300 or permission of the instructor.

371. American Foreign Policy.

Fall. Credits: 4.

Degree Requirements: Social Science.

This course examines the foreign policy making process in the U.S. and American foreign policy since World War II. Emphasis will be placed on the historical evolution of American foreign policy, the conduct and style of foreign policy making and the contemporary foreign policy establishment. Policy alternatives for specific issues in the present and near future will also be studied.

Prerequisites: International Studies 190 or permission of the instructor.

372. U.S. National Security Policy.

Spring. Credits: 4.

Degree Requirements: Social Science.

This course examines the evolution of American military power and U.S. national security policy in the twentieth century. Emphasis will be placed on the dynamics of policy formation, the interaction of foreign and defense policy, and the impact of domestic politics and the changing international environment on the policy process. Various strategic theories, assumptions about national security policy, and dilemmas regarding the use of force will also be examined.

Prerequisites: International Studies 371 or permission of the instructor.

395. U.S. Foreign Policy in East Asia.

Spring. Credits: 4.

This course will assess U.S. foreign policy toward the countries of East Asia. It will focus on America's traditional role in the Far East, recent wars (Korea and Vietnam), problems in current relations with China and Japan, the NICs, ASEAN and the survival of communism in East Asia, trade and security issues, and human rights. The matter of a Pacific Rim bloc will also be covered.

Prerequisites: At least one of the following: International Studies 261, 262, 263, 264, 371, 372, 373 or 374.

420. Revolution in World Politics.

Fall. Credits: 4.

This course examines the concept of revolution, the development and processes involved in revolutionary movements, and the consequences and ramification of revolutionary change. Students will first be familiarized with theoretical frameworks prevalent in the study of revolutions. Focus will then be on historical case studies, with particular emphasis on the Russian, Chinese, Algerian, Cuban, Vietnamese, and Iranian revolutions, and on the specific role of such contributive factors as human agency, mass mobilization, state breakdown, international dynamics, guerrilla activities, and the prevailing social and cultural environment.

Prerequisites: International Studies 200.

421. Democratization in World Politics.

Spring. Credits: 4.

This course examines thematically as well as empirically the phenomenon of democratization in previously non-democratic countries. It analyzes the general dynamics involved in the causes, processes, and consequences of the move toward modernization, examining the various theoretical frameworks forwarded for the explanation of the phenomenon. The course will also focus on various case studies, starting from the re-establishment of democracy in southern Europe in the 1970s to parts of Latin America in the 1980s and various east European nations at the start of the 1990s.

Prerequisites: International Studies 420 or permission of the instructor.

431-432. Topics in International Studies.

Fall, Spring. Credits: 4-4.

Degree Requirements: Social Science.

Concentrated study on issues of special importance in international affairs. This course is arranged to meet particular students' interests or faculty research projects. Topics offered recently have included Soviet-American Arms Control Negotiations and Crises in International Politics. Other possible topics might include Terrorism, Arms Transfers, International Drug-Trafficking, the Pacific Rim, South Africa, and others. Not offered each year.

Prerequisites: Permission of the instructor.

450. Washington Semester.

Fall, Spring. Credits: 12-16.

A sixteen-week study program in Washington, D.C., consisting of seminars, an internship, and research projects. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University.

Prerequisites: Permission of department chair and special financial arrangements with the College.

451. International Organization.

Fall. Credits: 4.

Degree Requirements: Social Science.

The growth of international organizations in the nation-state system; procedures of international cooperation in key issue areas including: the peaceful settlement of disputes and collective security, human rights, ecological balance, and economic well-being. The study of functional and universal organizations, with an emphasis on the League of Nations and the United Nations.

Prerequisites: International Studies 100 or permission of instructor.

452. International Law.

Spring. Credits: 4.

Degree Requirements: Social Science.

A study of the sources of international law, general problems of international law such as rights and duties of states, succession, recognition, settlement of disputes, international legislation, individual and collective responsibility, codification and U.N.-formulated international law.

Prerequisites: International Studies 100 or permission of instructor.

460. Internship in International Studies.

Fall, Spring. Credits: 1-8.

Arranged on an individual basis, students receive credit for work in a variety of organizations. Internships have been arranged in the past with the State Department, the Defense Department, Central Intelligence Agency, the National Security Agency, offices of Senators, members of the House of Representatives or Committee Staffs on Capitol Hill, or other federal government organizations involved in the making of foreign policy and national security policy.

470. Summer Internship Abroad.

Credits: 4.

The Mertie W. Buckman Student Fellowship Program provides an opportunity for outstanding IS majors to spend two months abroad in an international business setting while working on an internship project approved by the International Studies faculty. It seeks to expose the student to international politics and economics. The Mertie W. Buckman Student Fellowships, which fund the internship, are awarded on a competitive basis and cover all direct expenses associated with the internship, including travel and accommodations abroad.

475. Senior Tutorial.

Fall, Spring. Credits: 4.

Readings, presentations and preparation of the Senior Paper on a topic of student's choice and faculty members approval. Conducted as a tutorial, this course seeks to assist each student in intensive research and the completion of the Senior Paper. Very current issues in international politics are also discussed in this course. Required of all International Studies majors and all interdisciplinary majors with International Studies emphasis.

Prerequisites: Senior Standing.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-4.

An Honors version of International Studies 475, this tutorial will consist of individual research and writing of the Honors Senior Paper through individual meetings with the faculty sponsor several times each week.

MATHEMATICS AND COMPUTER SCIENCE

PROFESSOR

Thomas H. Barr. 1984. B.S., King College; M.S. and Ph.D., Vanderbilt University. (Differential equations, functional analysis.)

ASSOCIATE PROFESSORS

Robert E. England. 2001. B.A., Rhodes College; M.S. and Ph.D., University of Tennessee, Knoxville. (Operating systems.)

Eric Gottlieb. 1998. Chair. E.C. Ellett Chair of Mathematics. B.S., Antioch College; M.S., University of Washington; Ph.D., University of Miami. (Algebraic combinatorics.)

ASSISTANT PROFESSORS

Rachel M. Dunwell. 2005. B.Sc., Leeds University; M.Sc., Liverpool University; Ph.D., Heriot-Watt University. (Dynamical systems, psychometrics.)

Ivaylo Ilinkin. 2003. B.A., Manchester College; Ph.D., University of Minnesota, Twin Cities. (Computational geometry.)

Christopher Mouron. 2002. B.S., Lafayette College; M.S. and Ph.D., Texas Tech University. (Topology, continuum theory, discrete dynamical systems.)

Chris Seaton. 2004. B.A., Kalamazoo College; Ph.D., University of Colorado at Boulder. (Orbifold differential geometry.)

STAFF

K. Michelle Hammontree. Departmental Assistant. B.A., University of Southern Indiana, Evansville.

REQUIREMENTS FOR A MAJOR IN MATHEMATICS

A total of forty-seven (47) credits as follows:

1. Mathematics 121, 122, 201, 223, 261, 321, 362, 386, 485, and 486.
2. Computer Science 141.
3. Physics 111, 113L, 112, and 114L.
4. Three additional three-credit mathematics courses numbered above 200.
5. For the B.S. degree, the College requires three additional approved Natural Science courses outside the department.

REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE

A total of forty-five (45) credits as follows:

1. Computer Science 141, 142, 172, 231, 241, 485, and 486.
2. Mathematics 121, 122, and either 223 or 261.
3. One computer science course from each of the following groups: Systems (330 to 340), and Theory (350 to 360).
4. Three additional three-credit computer science courses numbered above 300.
5. For the B.S. degree, the College requires five additional approved Natural Science courses outside the department.

REQUIREMENTS FOR A MINOR IN MATHEMATICS

A total of twenty (20) credits as follows:

1. Mathematics 121, 122, 201, 223, and 261.
2. One additional three-credit mathematics course numbered above 300.

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

A total of eighteen (18) credits as follows:

1. Computer Science 141, 142, 172, 231, and 241.
2. One additional three-credit computer science course numbered above 300.

HONORS IN MATHEMATICS OR COMPUTER SCIENCE:

1. Required courses: fulfillment of the requirements for the major.
2. Honors course: readings, research, and a research and/or expository thesis.
3. Approval by the Individualized Studies Committee is required.

PLANNING A MAJOR

Students considering a major in Mathematics or Computer Science should contact the Chair or another member of the department as early as possible to ensure progress is being made toward the major. More information can be found at the department's web site: www.rhodes.edu/mathcs.

For reasonable progress toward a major in Mathematics, a student should begin the Calculus sequence (Math 121, 122 and 223) at the appropriate level in the first year, and complete the sequence before the Spring of the second year; complete Math 201 in the first year (or second year if necessary); and by the end of the second year, complete Math 261, Computer Science 141, and the Physics sequence.

For reasonable progress toward a major in Computer Science, a student should begin the introductory programming sequence (Computer Science 141, 142, 241) in the first year. In the second year, a student should complete Computer Science 172 in fall and Computer Science 231 in the spring. The Mathematics requirements should be completed by the end of the third year.

COURSE OFFERINGS

105. Topics in Mathematics.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science.

A course designed for the non-mathematics major. Possible topics may include (but are not restricted to) music and math and mathematical modeling.

Prerequisites: Minimal, depending on the topic.

107. Linear Methods.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

Topics include systems of linear equations, matrices, matrix inversion and applications (including Leontief input-output analysis), mathematical programming, linear programming and the simplex method, finite Markov chains, and game theory.

Prerequisites: None.

108. Cryptology.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

This course is an examination of conventional cryptographic methods (such as substitution and transposition ciphers), public key methods (such as RSA, a standard method for secure web transactions), and computer-based conventional cryptographic techniques (block ciphers and hash functions). We will develop and use mathematical tools such as modular arithmetic, probability, matrix algebra, and number theory both to implement and cryptanalyze these methods. In addition, we will deal with a few of the technical and public policy issues surrounding uses

of encryption.

Prerequisites: None.

111. Elementary Probability and Statistics.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

This course includes the following topics: descriptive statistics, sample spaces, counting procedures, compound events, random variables, discrete and continuous probability distributions, expectation, estimation, hypothesis testing, correlation, and simple linear regression. Computer statistical packages will be used. Students who have already had Math 122 should consider taking Math 311-312 instead.

Prerequisites: None.

115. Applied Calculus.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

This one-semester course presents an overview of calculus: limits, the derivative and applications, the definite integral and area, the fundamental theorem of calculus, integration by substitution and by parts, exponential and logarithmic functions, and partial derivatives. This course does not use trigonometry. (Note: Students who have already had Math 121 may not earn credit for Math 115. Math 115 is not adequate preparation for Math 122.)

Prerequisites: None.

121. Calculus I.

Fall. Credits: 4.

Degree Requirements: Natural Science, F6.

This course is an introduction to the concepts, formalism, and applications of derivatives and integrals. Elementary transcendental functions are used throughout; specific topics include limits, the derivative, applications of differentiation, the definite integral, and the Fundamental Theorem of Calculus.

Prerequisites: Students will need a background in high school algebra, geometry, trigonometry, and exponential and logarithmic functions.

122. Calculus II.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

This course is an introduction to (1) formal and numerical techniques of integration, (2) Taylor's theorem, sequences, series, power series, and their applications, (3) applications of integration and series to solving first-order and linear differential equations, and (4) applications of integration to calculate area, length, volume, probability, work, centroids, and fluid pressure.

Prerequisites: Math 121.

201. Mathematical Methods, Discourse and Culture.

Spring. Credits: 4.

Degree Requirements: Natural Science.

A thorough introduction to the reading, writing, presenting and creating of mathematical proofs. Students will learn and practice in a careful and deliberate way the techniques used to prove mathematical theorems. Proofs studied will be chosen from a variety of fields such as set theory, number theory, analysis, algebra, and graph theory. Topics also include elements of the history and philosophy of mathematics and an introduction to the mathematical community.

Prerequisites: Math 122 or permission of instructor.

223. Calculus III.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

A continuation of Math 122: vector calculus, functions of several variables, partial derivatives, multiple integrals, line integrals, and Green's theorem.

Prerequisites: Math 122.

251. Differential Equations.

Fall. Credits: 3.

Degree Requirements: Natural Science.

The theory, methods, and applications of ordinary differential equations. Topics include existence, uniqueness and other properties of solutions, linear equations, power series and Laplace transform methods, systems of linear equations, and qualitative analysis.

Prerequisites: Math 122.

261. Linear Algebra.

Spring. Credits: 3.

Degree Requirements: Natural Science.

Topics include systems of linear equations, matrix algebra, determinants, real and complex vector spaces, linear transformations, eigenvalues and eigenvectors, and diagonalization. Attention is given to proofs.

Prerequisites: Math 122.

311-312. Mathematical Statistics and Probability.

Fall, Spring. Credits: 3-3.

Degree Requirements: Natural Science.

Topics include probability spaces, discrete and continuous random variables, independence, expectation, characteristic functions, the Central Limit Theorem, point and interval estimation, hypothesis testing, and regression. (Courses offered in alternate years; scheduled for 2005-2006.)

Corequisites: For 311, Math 223. **Prerequisites:** For 312, Math 311.

321-322. Real Analysis.

Fall, Spring. Credits: 3-3.

Degree Requirements: Natural Science.

Topics include the real and complex number systems, metric spaces, sequences and series, continuity, and differentiation, as well as topics selected from the Riemann and the Riemann-Stieltjes integrals, sequences and series of functions, functions of several real variables, and Lebesgue theory. Emphasis is on careful proof. (Courses offered in alternate years; scheduled for 2006-2007.)

Prerequisites: For 321, Math 201 and Math 223. For 322, Math 321.

362-363. Abstract Algebra.

Fall, Spring. Credits: 3-3.

Degree Requirements: Natural Science.

An introduction to axiomatic algebraic structures. Topics include groups, subgroups, permutation groups, cyclic groups, normal subgroups, quotient groups, homomorphisms, isomorphisms, rings, integral domains, polynomial rings, ideals, quotient rings, fields, and extension fields. Additional topics may include finite fields, Galois theory, and advanced topics from linear algebra. (Courses offered in

alternate years; scheduled for 2005-2006.)

Prerequisites: For 362, Math 201 and Math 261. For 363, Math 362.

370. Complex Variables.

Spring. Credits: 3.

Degree Requirements: Natural Science.

This course is an introduction to the theory of functions of a complex variable. Topics covered include complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, complex logarithms, exponential and trigonometric functions, complex integration and the Cauchy integral formula, complex power series, the residue theorem, and applications to calculations of definite integrals. (Course offered every third year; scheduled for 2005-2006.)

Prerequisites: Math 223.

386. Junior Seminar.

Spring. Credits: 1.

This course will prepare students for the Senior Seminar experience. Students will attend the Senior Seminar presentations, pursue independent readings, and prepare a Senior Seminar prospectus for approval by the faculty of the department.

431. Topology.

Spring. Credits: 3.

Degree Requirements: Natural Science.

Topics selected from sets, functions, metric spaces, topological spaces, separation properties, compactness, connectedness, the Stone-Weierstrass theorem, mapping theorems, plane topology, homotopy, and homology theory. (Course offered every third year; scheduled for 2007-2008.)

Prerequisites: Math 201 and Math 223.

455-456. Readings in Mathematics.

Fall, Spring. Credits: 1 to 3.

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests.

Prerequisites: Permission of department chair.

460. Internship.

Fall, Spring. Credits: 1 to 3.

Internships in Mathematics and Computer Science, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for off campus work experience. Internships are for Junior and Senior students majoring in the department. Subject to departmental approval, credit received may be used towards the major. Upon completion of the internship, the student makes written and oral reports focusing on an integration of the student's academic work and the internship project. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Mathematics.

Fall, Spring. Credits: 3.

Degree Requirements: Natural Science.

An occasional offering of topics not covered in the existing mathematics courses. Topics may include but are not limited to: graph theory, Fourier analysis, measure theory, dynamical systems, foundations of mathematics, game theory, set theory,

logic, non-Euclidean geometry, applied mathematics, and operations research.

482. Combinatorics.

Fall. Credits: 3.

Topics selected from basic counting principles, Ramsey theory, the inclusion/exclusion principle, recurrence relations, generating functions, partially ordered sets, systems of distinct representatives, combinatorial designs, graphs, directed graphs, partitions, combinatorial optimization, enumeration under group action, and an introduction to coding theory. (Course offered every third year; scheduled for 2006-2007.)

Prerequisites: Math 201 or permission of instructor.

485-486. Senior Seminar.

Fall, Spring. Credits: 1-2.

This course is meant to emphasize the unity and power of mathematics by applying and extending ideas drawn from courses required for all majors. Topics will be determined by a consultation among the students enrolled and the supervising faculty member. All participants will make several oral presentations.

Prerequisites: Math 261 or 223 and permission of supervisor.

495-496. Honors Tutorial in Mathematics.

Fall, Spring. Credits: 3 to 6.

Prerequisites: Permission of department chair.

COURSE OFFERINGS IN COMPUTER SCIENCE

103. Computer Information Fluency.

Fall. Credits: 4.

Degree Requirements: Natural Science, F6.

A broad introduction to computing appropriate for all students, regardless of intended major. This course introduces fundamentals of computers and computer information management primarily through projects that emphasize mastery of basic concepts, acquisition of skills, and logical reasoning. Concepts presented include computer data representation, an intro to architecture and how computers work, and basic network organization. Skills are developed to facilitate the use of a computer for communication and online research. Logical reasoning is fostered through working with models and abstraction, algorithmic thinking with an intro to programming, and critical evaluation of the use of computers and technology. Emphasis is on the development of a conceptual framework for further learning and problem-solving with computers, rather than on the use of specific software or hardware.

141. Computer Science I: Programming Fundamentals.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

An introduction to the fundamental concepts and practices of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. Emphasis is placed on program design and problem solving techniques. The course also includes an introduction to the historical and social context of computing and an overview of computer science as a discipline.

142. Computer Science II: Object-Oriented Programming.

Spring. Credits: 4.

Degree Requirements: Natural Science, F6.

An introduction to the fundamental concepts and practices of object-oriented programming. The object-oriented programming paradigm is introduced, with a focus on the definition and use of classes as a basis for fundamental object-oriented program design. Other topics include an overview of programming language principles, simple analysis of algorithms, basic searching and sorting techniques, and an introduction to software engineering issues.

Prerequisites: Computer Science 141.

172. Discrete Structures for Computer Science.

Fall. Credits: 4.

Degree Requirements: Natural Science, F6.

An introduction to and survey of the mathematics used in computer science including functions, relations, sets, counting, logic, Boolean algebra, proof techniques, induction, recursion, computational complexity, and computability. Other topics may be included as time permits.

Prerequisites: Computer Science 141.

231. Introduction to Systems Programming and Computer Organization.

Spring. Credits: 3.

Degree Requirements: Natural Science.

A bottom-up exploration of the interaction between computer hardware and software. Topics include machine data representation and manipulation, binary file handling, addressing modes and dynamic memory allocation, an introduction to processes and threads, and process memory organization. Key layers of machine abstraction are illustrated through projects that involve an introduction to digital logic, assembly language programming, and an introduction to UNIX system programming.

Prerequisites: Computer Science 141.

241. Computer Science III: Data Structures and Algorithms.

Fall. Credits: 3.

Degree Requirements: Natural Science.

An introduction to the fundamental concepts of data structures and the algorithms that arise from them, using the object-oriented design paradigm. Data structures covered include stacks, queues, linked lists, hash tables, trees, and graphs. Other topics include an introduction to iterative and recursive algorithmic strategies and basic algorithm analysis.

Prerequisites: Computer Science 142.

Corequisite: Computer Science 172 (unless already taken).

315. Internet Programming.

Spring. Credits: 3.

Degree Requirements: Natural Science.

A survey of the special challenges encountered in the development of software for networked computing systems, including security, testing, maintenance, and reliability. Topics include the web as an example of client-server programming, the design and implementation of robust and maintainable web applications, use of multimedia technologies, designing for platform-independence, and programming ethics within the web community.

Prerequisites: Computer Science 241.

320. Computer Graphics.

Spring. Credits: 3.

Degree Requirements: Natural Science.

Coverage of the basic concepts of 2D and 3D graphics, including an overview of graphics hardware, use of a graphics application programming interface, user interface design, techniques for computer animation, and graphical algorithms such as geometric transformations, clipping, windowing, hidden surface removal, and raster graphics techniques for the representation of curves, surfaces, and solids. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Computer Science 241.

Corequisite: Math 223 or Math 261 (unless already taken).

330. Operating Systems.

Fall. Credits: 3.

Degree Requirements: Natural Science.

An introduction to the fundamentals of operating systems design and implementation. Topics include the process model and implementation of processes, an overview of the major components of a modern operating system, mutual exclusion and interprocess synchronization, a survey of scheduling algorithms, memory management techniques, and file systems. Examples are drawn from contemporary operating systems such as UNIX and Windows 2000. (Course offered in alternate years; scheduled for 2005-2006.)

Prerequisites: Computer Science 231.

335. Computer Architecture.

Fall. Credits: 3.

Degree Requirements: Natural Science.

An advanced study of the fundamental concepts in the design and organization of modern computer systems, focusing on how hardware has developed to support software requirements. Topics include a review of basic computer organization, instruction set design, processor design, memory system design, timing issues, interrupts, microcoding, and various performance-enhancing parallel techniques such as pipelining. Studies of existing architectures will illustrate how these design principles have been implemented.

Prerequisites: Computer Science 231.

350. Theory of Computation.

Spring. Credits: 3.

Degree Requirements: Natural Science.

A study of theoretical models for computing. The hierarchy of finite state machines, pushdown machines, context free grammars, and Turing machines will be analyzed, along with their variations. The basic concepts of decidability, complexity theory, and NP-Complete problems will be introduced.

Prerequisites: Computer Science 172.

355. Advanced Algorithms.

Spring. Credits: 3.

Degree Requirements: Natural Science.

An in-depth study of the design and analysis of advanced algorithms, including the performance tradeoffs and resources required by various algorithmic implementations. Major classes of computational problems will be identified and explored. Advanced data structures and approximation heuristics are introduced as required for solution design. Topics vary depending on the specific problems

covered but will include the Master Theorem, dynamic programming, divide-and-conquer and greedy algorithms. (Course offered in alternate years; scheduled for 2005-2006.)

Prerequisites: Computer Science 241.

360. Programming Languages.

Spring. Credits: 3.

A wide-ranging and in-depth coverage of fundamental programming language concepts, presenting design issues of the various language constructs, and examining the design choices for these constructs in a range of the most popular contemporary programming languages. Language design alternatives are examined and critiqued. Methods of syntax description, common approaches to describing the semantics of programming languages, and various implementation approaches are covered. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Computer Science 241.

455-456. Readings in Computer Science.

Fall, Spring. Credits: 1 to 3.

This course allows students to do advanced work not provided for in the regular courses. Its content will be fixed after consultation with the student and in accord with his or her particular interests.

Prerequisites: Permission of department chair.

460. Internship.

Fall, Spring. Credits: 1 to 3.

Internships in Mathematics and Computer Science, which are normally arranged by the Director of Career Services, are occasionally available and permit a qualified student to receive academic credit for off campus work experience. Internships are for Junior and Senior students majoring in the department. Subject to departmental approval, credit received may be used towards the major. Upon completion of the internship, the student makes written and oral reports focusing on an integration of the student's academic work and the internship project. Interested students should contact the Chair of the department and the Director of Career Services.

465. Special Topics in Computer Science.

Fall, Spring. Credits: 3.

Degree Requirements: Natural Science.

An occasional offering of topics not covered in the existing computer science courses. Topics may include but are not limited to: Artificial Intelligence (search techniques, game playing, neural nets, machine learning); Database Systems (relational, hierarchical and network databases, security and synchronization); Operations Research (resource allocation and optimization techniques including linear programming, game theory, queueing theory and Markov chains).

485-486. Senior Seminar.

Fall, Spring. Credits: 1-3.

Fall term: This course lays the groundwork for the Spring Senior Seminar experience. Independent readings will be discussed and presented, and a Senior Seminar Project prospectus will be prepared and presented for approval by the faculty of the department. Spring term: This course comprises an in-depth exploration of the principles and techniques of analysis and design of software systems from an object-oriented perspective. Design patterns, a diagrammatic modeling language, and standard techniques of computer software specification,

implementation, testing, and documentation will be explored and used as tools by students working in teams. Each team will produce a robust, scalable, and maintainable large-scale system based on the project proposal completed in CS 485. The Senior Seminar sequence is meant to emphasize the unity and power of computer science by applying and extending ideas drawn from the courses required for all Computer Science majors. All participants will make several oral presentations.

Prerequisites: Senior standing in the Computer Science major.

495-496. Honors Tutorial in Computer Science.

Fall, Spring. Credits: 3 to 6.

Prerequisites: Permission of department chair.

MODERN LANGUAGES AND LITERATURES

PROFESSOR

James M. Vest. 1973. A.B., Davidson College; M.A. and Ph.D., Duke University. (French language and literature - nineteenth and twentieth centuries.)

ASSOCIATE PROFESSORS

Kathleen Anne Doyle. 1999. B.A., Saint Xavier College; M.A. and Ph.D., University of Chicago. (Spanish language and Peninsular Spanish literature.)

Ming Dong Gu. 1999. M.A. University of Kent, England; M.A. University of Wisconsin-Madison; Ph.D. University of Chicago. (Chinese language, literature, culture, and comparative literature.)

P. Eric Henager. 1995. B.A., Rhodes College; M.A. and Ph.D., University of Illinois. (Spanish language and Spanish-American literature.)

Amanda L. Irwin. 1997. Licenciatura, Centro Universitario de Ciencias Humanas, Mexico City; M.A. and Ph.D., University of Chicago. (Spanish language and Spanish-American Literature.)

Shira Malkin. 1990. Doctorat de Troisième Cycle, Université de Paris VII; Ph.D., State University of New York at Buffalo. (French language and literature, drama, intercultural education, and translation.)

Michelle Mattson. 2004. Chair. B.A., University of Minnesota; M.A., Ph.D., Stanford University. (Twentieth-century German literature and culture. Women's Studies)

Valerie Z. Nollan. 1986. L. Palmer Brown Chair of Interdisciplinary Humanities. B.A., University of Delaware; M.A. and Ph.D., University of Pittsburgh. (Russian language and literature-nineteenth and twentieth centuries, Soviet/Russian cinema, literature and music.)

Katheryn L. Wright. 1987. Associate Dean of Academic Affairs for International Education. B.A., Virginia Polytechnic Institute and State University; M.A., University of Florida; Ph.D., Indiana University. (French language and literature - twentieth century; African literatures.)

ASSISTANT PROFESSORS

Brooke Findley. 2005. B.A., Amherst College; M.A., Middlebury College; Ph.D., Duke University. (Literature and culture of early modern France, Women's Studies.)

Karl-Heinz Maurer. 2005. University of Cologne; M.A., University of Missouri; Ph.D. Indiana University (Eighteenth- and nineteenth-century German literature.)

Rocío Rodríguez del Río. 2003. B.A., University of Puerto Rico; Ph.D. candidate, Emory University. (Golden Age Spanish literature, Women's Studies.)

INSTRUCTORS

María Solís Ballinger. 1999. B.A., Universidad de Sevilla/University of Memphis; M.A., University of Memphis; Ph.D. candidate, University of Mississippi. (Spanish language and culture.)

Alexandra Kostina. 1996. M.A. Novgorod State University; Ph.D. candidate, Gornyi Institute. (Russian language, linguistics, and culture.)

PART-TIME ASSISTANT PROFESSOR

Angela Balducci Mutzi. 1985. Doctor of Letters, University of Palermo. (Italian language and literature.)

STAFF

Kathy M. Foreman. Departmental Assistant.

The Department of Modern Languages and Literatures regularly offers instruction in Chinese, French, German, Italian, Russian, and Spanish. Details about the study of each of these languages at Rhodes are found under the subject heading for that specific language. In addition to literature and culture courses in the modern languages, the department also offers some courses in literature in English translation.

Modern Language and Literature Degree Requirement. The degree requirement in modern languages may be met by the successful completion of any appropriate three or four-hour course numbered 201 or higher or by demonstrating proficiency through placement into a language course at a level above 201 and approval by the appropriate language faculty. Students who take 201 (or higher) or the equivalent at another institution can earn transfer credit, but must still demonstrate proficiency (see above) in the specific language before the degree requirement is satisfied. Students for whom English is a second language may have this requirement waived.

All students who plan to fulfill Rhodes' foreign language degree requirement in a language they have previously studied for two years or more in high school must take a placement test in that language. For French, German, Russian, and Spanish, scores on that test will be used to place students in the course most appropriate for them at Rhodes. Students with fewer than two years in a language may enter that language at the 101 level. Any student who scores at the 202 level or higher will need to consult with the department to see if he or she fulfills Rhodes' foreign language requirement. Students wishing to fulfill the foreign language requirement in a language not previously studied should sign up for a course numbered 101 in that language. **However, a student may not take a course numbered 101 in any language for academic credit if two or more years of that language were completed in high school.**

In the modern languages, placement tests typically cover reading, writing, listening comprehension, and culture. **Literature or culture courses given in translation do not satisfy the foreign language degree requirement.**

Departmental Majors. Three types of majors are offered by the department:

A. The major in French, German, and Spanish. This major is designed to provide depth in one language, including its literature and civilization. Requirements are listed under the appropriate language heading.

B. The interdisciplinary major in International Studies/French or International Studies/German. These majors are fully described in the Interdisciplinary Study section of this catalog.

C. The Russian Studies major, described below under "Russian".

THE LANGUAGE CENTER

The Language Center houses technology for students and faculty members to use in accessing instructional materials in both analog (audio and video tapes and foreign-language television broadcasts) and digital (digital audio and video resources and computer software) formats.

GENERAL COURSES**Modern Languages 150. Selected Foreign Languages.**

Credits: Variable.

Certain foreign languages not listed above as regular course offerings are

taught on occasion. Information concerning languages not regularly taught may be obtained from the Registrar or the department chair.

Modern Languages 280. Introduction to General Linguistics.

Spring. Credits: 4.

Degree Requirements: Humanities. F9.

The Introduction to General Linguistics course presents language as a specific object of knowledge, thought, science, and philosophy. Students will be introduced to the major linguistic theories and examine language as a semiotic system at its various levels. Among the authors to be studied are Ferdinand de Saussure, Nikolai Trubetsky, Roman Jakobson, Vilém Mathetius, Louis Hjelmslev, N. Chomsky, Sapir, Whorf, Vygotsky, and Bakhtin. (Course is offered alternate years; scheduled for 2007-2008.)

Modern Languages 460. Internship.

Fall, Spring. Credits: 1-3.

Internships in the departmental languages are occasionally available for language majors and permit a qualified student to receive academic credit for an internship experience on or off campus, for example by working with a business, a non-profit organization, or within the department itself. The internship, which requires of the student an advanced competence in a foreign language, must entail a significant encounter with a foreign language. Working with a faculty mentor, students must submit a project proposal for the internship prior to the beginning of the internship itself. The completed project will be graded by the faculty mentor. Intradepartmental internships will be reserved for students planning to continue their studies in a foreign language and culture beyond the undergraduate level. Such internal internships will involve working with a faculty mentor on projects of a diverse nature that seek to enhance the program offerings of the language section. Placements must be approved by the faculty mentor who teaches the language in question and the chair of the department. Internship credit will not be awarded retroactively and does not count toward the total number of credits required for the major.

Pass/Fail only.

CHINESE

REQUIREMENTS FOR A MINOR IN CHINESE STUDIES:

A total of 18 credits in Chinese language (above the level of intermediate Chinese 202), history, literature, and politics. The credits are spread across the following courses:

1. Chinese 301 and 302: Advanced Chinese
2. One of the following three Chinese courses:
Chinese 205: Modern Chinese Literature in Translation
Chinese 210: Chinese Literary Heritage
Chinese 215: Images of Women in Chinese Literature and Film
3. Two of the following three History Courses:
History 281: The Origins of Chinese Civilization
History 282: Late Imperial China
History 382: Modern China
4. One of the following two International Studies courses:
International Studies 261: Government and Politics of China
International Studies 262: China's Foreign Policy

COURSE OFFERINGS

101-102. Elementary Chinese.

Fall, Spring. Credits: 4-4.

This two-semester course introduces Chinese to students with no knowledge of the language. Equal emphasis will be given to acquiring the rudiments of spoken and written Chinese. Students who complete the year-long course will master approximately 700 characters and a vocabulary of a 1,000 words. It also intends to acquaint students with some aspects of Chinese culture and society as a necessary part of their education in this language.

201-202. Intermediate Chinese.

Fall, Spring. Credits: 4-4.

Degree Requirements: F10 for 201.

In addition to the same objectives for the first year, this course aims at improving students' aural-oral skills to achieve fluency and comprehension, further developing their proficiency in reading for understanding, and enhancing their ability to write in Chinese and to translate from Chinese into English and vice versa.

205. Modern Chinese Literature in English Translation.

Fall. Credits: 4.

Degree Requirements: Humanities, F4, F9.

An introductory course of modern Chinese literature (1918-1989) designed to acquaint students with major phases of modern Chinese literature and some masterpieces of representative writers in relation to political and social changes. The course provides opportunities to learn about modern Chinese culture, society, and politics through readings of chosen works and trains students to read thoughtfully and critically. No prior knowledge of Chinese language, literature, and culture is required.

210. Chinese Literary Heritage.

Spring. Credits: 4.

Degree Requirements: Humanities, F4, F9.

This course introduces one of the world's richest literary heritages: traditional Chinese literature. It conducts a general survey of Chinese literature from high antiquity up to modern times with the focus on some representative writers and their works. It consists of three major sections: poetry and prose, drama, and fiction. All readings are in English. No prior knowledge of Chinese language and culture is required.

212. Introduction to Comparative Literature: Chinese/English.

Spring. Credits: 4.

Degree Requirements: Humanities, F4, F9.

This course introduces students to the discipline of comparative literature. It selects some representative works from the Chinese and European literary traditions and groups them into several units centering round a genre and headed by a theme. All readings are in English.

Prerequisites: None.

215. Images of Women in Chinese Literature and Film.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F4, F9.

This course offers a critical survey of women's images in traditional Chinese

literature, and in films about Chinese society. It aims at a critical examination of how femininity and gender roles are conceived in traditional Chinese society, how women are victimized by male prescribed moral codes, and how they resist and subvert the patriarchal order.

Prerequisites: None.

220. Contemporary Chinese Cinema.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F5.

An introductory course on contemporary Chinese cinema that combines film viewing with readings of film theory and criticism. The aim is to provide a window for students to glimpse the complexity of contemporary Chinese culture. Students will view selected Chinese films produced in mainland China, Taiwan, and Hong Kong from the 1980's to the present and be required to read essays of critical studies which explore the interrelations of various issues in Chinese society.

Prerequisites: None.

300. Asian Humanities: India, China, Japan.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

An introductory course of the cultural traditions of Asia. While it covers a wide range of Asian cultures (Korea, Vietnam, Thailand, Burma, Cambodia, and other South Asian countries and regions), it focuses on three major civilizations: India, China and Japan. It introduces students to the rudimentary aspects of Asian humanities such as geography, history, ethnicity, language, literature, religion, philosophy, and arts. All readings are in English.

Prerequisites: None.

301-302. Advanced Chinese.

Fall, Spring. Credits: 3-3.

This course lays greater emphasis on further developing students' proficiency in reading for understanding and enhancing their ability to write in Chinese and to translate from Chinese into English and vice versa. At the end of the year-long course students should be able to read Chinese materials in everyday life, to write compositions in Chinese characters for daily communication, and to translate non-technical materials from Chinese into English and vice versa with the help of dictionaries.

FRENCH

REQUIREMENTS FOR A MAJOR IN FRENCH:

A total of twenty-seven (27) credits as follows:

1. French 301, 485, 486.
2. Two of the following courses: 302, 313, 314.
3. Fifteen (15) additional hours in French (5 three-hour courses) at the 300-400 level.

Recommended: A second modern language; 2 years of Latin; related courses in English, history, philosophy, and art.

Majors are strongly encouraged to spend their junior year in a French or Francophone university. Departmentally pre-approved courses taken there will normally be accepted as courses in the major.

REQUIREMENTS FOR A MINOR IN FRENCH

A total of fifteen (15) credits as follows:

1. Three of the following four Rhodes core courses: French 301, 302, 313, 314.
2. Two other elective 3 or 4 credit hour French courses numbered 301 or above. French 301 or 302 and French 313 or 314 must be taken before elective courses above 314 are attempted.

Minors are strongly encouraged to spend at least one term of their junior year in a French or Francophone university. Approved courses taken there, beyond French 314, will count as elective courses in the minor. French 305 counts as one elective course in the French minor.

HONORS IN FRENCH

A minimum of 33 hours above the 200-level courses in French; a research paper on a specific literary topic; demonstrated proficiency in spoken and written French; and study abroad (at least one semester).

COURSE OFFERINGS

101. Elementary French.

Fall. Credits: 4.

Fundamentals of the language including pronunciation, grammar, reading, writing, and speaking.

102. Elementary French.

Fall, Spring. Credits: 4.

Degree Requirements: F10.

Fundamentals of the language including pronunciation, grammar, reading, writing, and speaking. Continuation of 101.

201. Intermediate French.

Fall, Spring. Credits: 4.

Degree Requirements: F10.

Continued practice and acquisition of the basic language skills.

202. Intermediate French.

Fall, Spring. Credits: 4.

Continued practice and acquisition of the basic language skills. In French 202, particular attention is placed on the reading and discussion of literary and cultural texts. Continuation of 201.

205. Intensive French.

Summer. Credits: 4 or 6.

Immersion-style French language study at the intermediate level, in a Francophone country. May be used to satisfy the college's proficiency requirement in foreign languages.

Prerequisites: French 102 or equivalent.

206. Intermediate Conversation Practicum.

Fall. Credits: 1.

Intermediate grammar review, along with continuing development of oral expression and aural comprehension.

Prerequisites: French 201 or 205. Students who have already taken French 202 or a course at the 300 - 400 level will not receive credit for 206.

234. Hitchcock and Truffaut.

Spring. Credits: 3.

Degree Requirements: Humanities.

A study of films that exemplify the influence of French language and culture on Hitchcock and of Hitchcock on Truffaut. Taught in English. Does not satisfy the proficiency requirement in Foreign Languages.

301. Composition.

Fall. Credits: 3.

EA course that develops the ability to read critically and write substantial analytical essays in French. Introduction to literal criticism and advanced grammar review.

Prerequisites: French 202.

302. Survey of French Civilization.

Spring. Credits: 3.

French civilization from the Middle Ages to the twentieth century.

Prerequisites: French 301 or permission of instructor.

305. Intensive French.

Summer. Credits: 4 or 6.

Immersion-style French language study beyond the intermediate level, in a Francophone country. Counts as one elective course beyond the three core courses in the French minor, but does not count toward the major in French.

Prerequisites: French 202, or the equivalent.

306. Conversation Practicum.

Fall, Spring. Credits: 1.

Emphasis on oral expression and listening comprehension. Small group format. May be repeated once for credit with a different instructor or topic. Recommended in conjunction with French 301.

Prerequisites: French 301 or permission of instructor.

308. French Cultural Heritage.

Summer. Credits: 3 or 4.

Intensive French language study at the advanced level in a Francophone culture, supplemented by an in-depth investigation of a major aspect of that culture's civilization. Research paper and formal oral presentation. Counts as one course towards the major in French.

Prerequisites: French 301 or 302 or permission of the instructor.

313. Survey of Pre-Revolutionary Literature.

Credits: 4.

Degree Requirements: Humanities, F4.

Major French authors of the Middle Ages, Renaissance, classical period and enlightenment.

Prerequisites: French 301 or 302. Students are advised to take French 302 prior to French 313.

314. Survey of Literature Since the Revolution.

Credits: 3.

Degree Requirements: Humanities.

Major French authors of the nineteenth and twentieth centuries.

Prerequisites: French 301 or 302. Students are advised to take French 302 prior to French 314.

317. Modern French Civilization.

Credits: 3.

Degree Requirements: Humanities.

Life in France and the Francophone world. French readings on contemporary society, lifestyles, values, art and fashion, commerce, and advertising. Readings in current periodicals. Research project.

Prerequisites: French 301 or 302 and 313 or 314.

332. French Drama.

Fall. Credits: 3.

Degree Requirements: Humanities.

Plays by representative French dramatists from the French classical period to the present.

Prerequisites: French 301 or 302 and 313 or 314.

333. French Poetry.

Credits: 3.

Degree Requirements: Humanities.

Study of French poetics and survey of principal forms with focus on major French poetical movements.-

Prerequisites: French 301 or 302 and 313 or 314.

334. French Cinema.

Credits: 3.

Degree Requirements: Humanities.

A study of prominent directors and movements of French cinema, this course emphasizes techniques and themes of French filmmaking from the silent era through surrealism and the New Wave to the present. Taught in English. Counts toward the Film Studies minor.

Prerequisites: Students wishing this course to count toward the French minor or major should have completed French 301 or 302 and French 313 or 314 prior to taking 334. Credit toward the French major or minor will not be granted retroactively.

335. Readings in French Fiction.

Fall. Credits: 3.

Degree Requirements: Humanities.

Selected prose readings from the French classical period to the twentieth century. The major focus of the course will be the study of representative French novelists. May be repeated for credit with a different topic.

Prerequisites: French 301 or 302 and 313 or 314.

336. Contemporary French Literature.

Credits: 3.

Degree Requirements: Humanities.

An examination of selected authors and developments in prose, drama, and film since World War II. Focus on the theater of the absurd, nouveau roman, and the literary representation of marginalized populations in France.

Prerequisites: French 301 or 302 and 2 courses beyond 308.

337. French Language Studies.

Credits: 1, 2, or 3.

Special studies in contemporary French usage. Focus on practical analysis of the French language.

Prerequisites: French 301 or 302 and 313 or 314.

340. Introduction to Translation.

Credits: 3.

Degree Requirements: Humanities.

Emphasis on problems and strategies of translation. Students will be trained in a variety of techniques to translate accurately and idiomatically from French into English and from English into French.

Prerequisites: French 301 or 302 and 313 or 314.

354. African Literatures in French.

Spring. Credits: 4.

Degree Requirements: Humanities, F9.

Examines the origins and development of sub-Saharan African literatures written in French. Emphasis on the origins and dynamics of the Négritude movement, "postcolonial" theories and literatures, and the emergence of women's voices in literature.

Prerequisites: French 301 and 313 or 314.

441-442. Special Topics in French.

Fall, Spring. Credits: 3-3.

Intensive study of some aspect of French literature, culture, or linguistics.

Prerequisites: Permission of instructor.

485. Senior Paper.

Spring. Credits: 2.

An independent research and writing project to result in an oral presentation and a paper of critical literary inquiry on a topic of the student's choice. Required of all majors.

Prerequisites: Senior standing.

486. Senior Review.

Fall. Credits: 1.

Independent, comprehensive review of the major movements in francophone literatures and in French literature and civilization from the Middle Ages to the present, culminating in a short exit exam. Preparation for the Senior Papers. Required of all majors.

Prerequisites: Senior Standing.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6, 3-6.

GERMAN

REQUIREMENTS FOR A MAJOR IN GERMAN

A total of twenty-seven (27) credits as follows:

1. German 301 and 302. Must be taken before any other 300 level course is attempted but may be taken concurrently with others.

2. At least three of the following 300 level courses: 303, 304, 305, 310. German 310 bears variable credit.
3. One of the following **may** be applied to the major: 307,308,309. Students who wish to count these toward the German major will do portions of the work in German.
4. At least one Special Topics course (409).
5. German 486 (Senior Seminar). Required for majors.
6. Zentrale Mittelstufe-Prüfung. Widely recognized in the Federal Republic of Germany, a passing score on this test is accepted by most German universities and American graduate schools in German as a measure of qualification for more advanced studies. It is offered every spring and may be repeated.

Majors are strongly encouraged to participate in the exchange program with the University of Tübingen or with a departmentally approved ISEP program during their junior years; equivalent courses from there will be accepted as substitutes.

Recommended: A second foreign language; related courses in English, philosophy, and history.

REQUIREMENTS FOR A MINOR IN GERMAN

A total of fifteen (15) credits as follows:

1. German 301 and 302. Must be taken before any other 300-level course is attempted but may be taken concurrently with others.
2. At least two of the following 300 level courses: 303, 304, 305, 310 and/or 409. German 310 bears variable credit.
3. Zertifikat Deutsch als Fremdsprache. This test is widely recognized by business and educational institutions in the Federal Republic of Germany. A satisfactory score demonstrates that students have attained a level of proficiency that permits them to deal with all communicative situations during a stay abroad. It is offered every spring and may be repeated.

Minors are also strongly encouraged to spend at least a semester at the University of Tübingen or with a departmentally approved ISEP program; equivalent courses from there will be accepted as substitutes.

HONORS IN GERMAN

A minimum of 30 credits above German 202; a research paper on a specific literary, linguistic, or cultural topic; demonstrated proficiency in spoken and written German.

COURSE OFFERINGS

101-102. Elementary German.

Fall, Spring. Credits: 4-4.

Fundamentals of the German language: pronunciation, grammar, speaking, reading and writing.

201-202. Intermediate German.

Fall, Spring. Credits: 4-4.

Degree Requirement: F10 for 201.

Review of grammar, selected readings, further practice in oral and written communication. Systematic vocabulary building, simple composition, and introductory study of cultural history

Prerequisites: German 102 or the equivalent.

301. Advanced Reading Comprehension.

Fall. Credits: 3.

Emphasis on the development of reading skills through a variety of text types.

Prerequisites: German 202 or permission of instructor.

302. Composition and Conversation.

Spring. Credits: 3.

Advanced training in written and oral German expression.

Prerequisites: German 202 or 301 or permission of instructor.

303-304-305. German Literature, Culture and Society.

Fall, Spring. Credits: 3-3-3.

Degree Requirements: Humanities.

A three-semester survey of the cultural and intellectual history of the German speaking peoples with particular emphasis on the last two hundred and fifty years. Readings from a variety of areas (literature, philosophy, politics, etc.); films, lectures, reports, and discussions. 303 will cover roughly 1750-1870; 304 will proceed from 1870-1945; and 305 from 1945-present.

Prerequisites: German 301 or 302 or permission of instructor.

307. German Cinema.

Fall, Spring. Credits: 4.

Degree Requirements: Humanities, F5.

This course, examining important German films since the days of the Weimar Republic, places special emphasis on the historical and social background of each film as well as the aesthetic qualities of the works. It thereby seeks to contribute to a better understanding of recent German history and of films as an artistic medium. Filmmakers to be studied include Friedrich Murnau, Fritz Lang, Leni Riefenstahl, Volker Schlöndorff, Helma Sanders-Brahms, Wim Wenders, Rainer Werner Fassbinder, and Wolfgang Becker. All films are subtitled; the course is taught in English.

308. The Holocaust in Text, Image, and Memory.

Fall, Spring. Credits 4.

Degree Requirements: Humanities, F2, F9.

Examination of such topics as the origins and expressions of Anti-Semitism in central Europe, the political events and structures of the Holocaust, the reality of ghettos and concentration camps, the impact of technological modernization on the Final Solution, and resistance to the Nazis. Materials will include non-fictional texts, literature, art, and music. All materials and discussions in English.

309. German Fairy Tales.

Fall, Spring. Credits 4.

Degree Requirements: Humanities, F4.

Emphasis on the Grimms' tales: theoretical approaches to the tales from the late 19th and early 20th centuries; perversions of these traditional tales by the National Socialists (Nazis), as well as later adaptations. All materials and discussions in English.

310. Readings.

Fall, Spring. Credits: 1-3.

Readings designed to meet individual interests and needs. May be taken more than once for credit with new topics.

Prerequisites: German 202 or permission of instructor.

409. Special Topics.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

Intensive study of some aspect or theme of German literature, culture or society. May be taken more than once for credit with new topics.

486. Senior Seminar.

Spring. Credits: 3.

Designed to provide an integrative experience of German studies by focusing on a particular period, genre, theme. Students will be assigned individual research topics and present their results orally and in writing at the end of the course.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6, 3-6.

ITALIAN

NO MAJOR OR MINOR OFFERED

COURSE OFFERINGS

101-102. Elementary Italian.

Fall, Spring. Credits: 4-4.

Fundamentals of the language: pronunciation, grammar, oral practice, reading of simple texts.

201-202. Intermediate Italian.

Fall, Spring. Credits: 4-4.

Degree Requirement: F10 for 201.

Continuation of grammar, conversation, and composition. Selected readings of classical and contemporary writers from Dante to Italo Calvino.

RUSSIAN

REQUIREMENTS FOR A MAJOR IN RUSSIAN STUDIES

A total of thirty-one (31) credits as follows:

1. Russian 301-302
2. Russian 205, 212, 215, 306
3. Russian 300 or 400
4. Russian 410, 486
5. One course in Russian history approved by program coordinator
6. One of the following International Studies courses: 221, 283, 333, 420.

Recommended courses (these do not count toward the 31 hours needed for the major): Modern Languages 280 (Introduction to General Linguistics) and Economics 232 (Classical and Marxian Political Economy). Majors are encouraged to spend at least one semester studying in Russia.

REQUIREMENTS FOR A MINOR IN RUSSIAN STUDIES

A total of sixteen (16) credits as follows:

1. Russian 301, 302, 410
2. Russian 306
3. Two of the following: Russian 205, 212, 215, 300, 400

Minors are encouraged to spend at least one Maymester in Russia.

PROGRAMS ABROAD

Rhodes College maintains a close relationship with the Gornyi Institute in St. Petersburg, where the Russian Studies Program's Maymester takes place. In addition, students studying Russian can spend a summer, semester, or academic year in Russia through such nationally-recognized programs as the Council for International and Educational Exchange (CIEE) in St. Petersburg or the American Council on the Teaching of Russian (ACTR) in Moscow.

COURSE OFFERINGS

101-102. Elementary Russian.

Fall, Spring. Credits: 4-4.

Elementary grammar, reading, and conversation, supplemented by assignments in the Language Center.

201-202. Intermediate Russian.

Fall, Spring. Credits: 4-4.

Degree Requirement: F10 for 201.

Intermediate grammar and continued training in conversation and composition, supplemented by assignments in the Language Center. Reading of Russian texts of graded difficulty.

Prerequisites: Russian 101-102 or equivalent.

205. Russian Intellectual History of the Twentieth Century.

Fall. Credits: 3.

Degree Requirements: Humanities.

Study and analysis of intellectual currents in twentieth-century Russia through recent films and literary works. Films include *The Cranes are Flying*, *Dersu Uzala*, *Autumn Marathon*, and *Siberiade*. Literary works by the following writers: Akhmatova, Astafiev, Voznesensky, Soloukhin, Rasputin, and Petrushevskaya. All films are subtitled; all works are read in translation. (Course offered in alternate years; scheduled for 2007-2008.)

212. Masterpieces of Russian Literature in Translation.

Fall. Credits: 3.

Degree Requirements: Humanities.

Reading of representative works by major Russian writers of the nineteenth century (including Pushkin, Goncharov, Turgenev, Tolstoy, and Dostoevsky) and screening of film adaptations of these works. All works are read in translation; all films are in Russian, with English subtitles.

215. Giants of Russia's Silver Age: Soloviev, Blok, and Rachmaninoff.

Spring. Credits: 3-3.

Study of the aesthetic, thematic, and personal connections among three of Russia's towering figures: Vladimir Soloviev, Alexander Blok, and Sergei Rachmaninoff. The course will examine in depth the creative works of the philosopher-poet Soloviev, the poet-dramatist Blok, and the composer-pianist Rachmaninoff (for whom poetry was second only to music). Master themes and global concepts linking the three creative artists include the yearning for harmony; exploration of Russian Orthodox religiosity; elevation of the "eternal feminine" of Sophia (the body of God); and connection between beauty and goodness. Representative philosophical, poetic, and musical works, respectively, of the three artists will be examined.

Prerequisites: At least one course from the following departments or programs: Music, Philosophy, Religious Studies, or Russian Studies.

300. Dostoevsky.

Spring. Credits: 3.

Degree Requirements: Humanities.

This course explores selected works by Dostoevsky in the context of the rise of the Russian novel. Concentration is on the major literary, philosophical, and religious issues Dostoevsky raises in his prose. All works are read in translation.

301-302. Advanced Russian.

Fall, Spring. Credits: 3-3.

Advanced grammar, with greater emphasis on the refinement of conversation and composition skills. Discussion of topics related to contemporary life in Russia.

Prerequisites: Russian 201-202 or equivalent.

306. Phonetics.

Fall. Credits: 1.

Practice in Russian sounds, especially those that tend to be problematic for a non-native speaker. Emphasis on specific phonetic phenomena, such as palatalization and assimilation of consonants, and reduction of unstressed vowels. Examination of word stress, sentence-level stress, and intonation patterns.

Corequisite: Course should be taken as early as possible in the study of Russian, but must be taken as a co-requisite with Russian 301.

400. Soviet/Russian Film.

Spring. Credits: 3.

Degree Requirements: Humanities.

Introduction to the ideological and aesthetic forces that have shaped the development of Soviet/Russian film, with particular attention to various film theories. Films of various directors, such as Eisenstein, Chukhrai, Daneliia, Tarkovsky, and Mikhalkov will be studied. All films are subtitled; course is taught in English and cross-listed with English 382 (Course offered in alternate years; scheduled for 2007-2008.)

410. Analytical Reading.

Fall. Credits: 3.

This course aims to teach students the strategies of understanding texts of high literary quality by analyzing elements of given texts in their complexity. While focusing mainly on "psycho-poetic" aspects of reading activity, the course also introduces formal approaches to text analysis, such as identifying the stylistic devices and expressive means employed by the authors.

486. Senior Seminar.

Spring. Credits: 3.

Students will be assigned individual research topics associated with the essential concept of the Russian Idea, give weekly progress reports, which will involve analytical discussion, and present their results orally and in writing at the end of the course. Special attention will be given to assigned readings from the Russian press and from Russian literature.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6, 3-6.

SPANISH

REQUIREMENTS FOR A MAJOR IN SPANISH

A total of twenty-seven (27) credits above Spanish 202. At least five courses must be completed at 310 or above. Required courses are the following:

1. Spanish 301 or 302
2. Spanish 303, 306, and 486

REQUIREMENTS FOR A MINOR IN SPANISH

A total of fifteen (15) credits above Spanish 202. At least one course must be completed at 310 or above. Required courses are the following:

1. Spanish 301 or 302
2. Spanish 303 or 306

HONORS IN SPANISH

A minimum of 30 credits above the 200-level courses, reading in a field of specialization and preparation of a paper in that field; examinations covering Spanish literature, Spanish American literature and civilization, Spanish grammar and Spanish civilization, and the field of specialization. Approval by the Department of Modern Languages and Literatures is required.

COURSE OFFERINGS

101-102. Elementary Spanish.

Fall, Spring. Credits: 4-4.

Pronunciation, fundamentals of grammar, composition, and reading of texts of graded difficulty.

201-202. Intermediate Spanish.

Fall, Spring. Credits: 4-4.

Degree Requirement: F10 for 201.

Review and continuation of grammar; composition; training for oral proficiency. Reading of modern literary works of Spain and Spanish America.

Prerequisites: one year of Spanish in college or two years in high school.

205. Spanish in Spain.

Summer. Credits: 4.

Degree Requirement: F11.

An intensive study of Spanish at Estudio Sampere. This course satisfies the proficiency requirement in foreign languages.

Prerequisites: One year of college-level Spanish.

209. Spanish in Cuenca, Ecuador.

Summer. Credits: 4.

Degree Requirement: F11.

An intensive study of Spanish at Estudio Sampere's Cuenca location. This course satisfies the proficiency requirement in foreign languages.

Prerequisites: One year of college-level Spanish.

301-302. Advanced Spanish Language and Civilization.

Fall, Spring. Credits: 3-3.

A study of the most difficult aspects of the Spanish language with emphasis on the four skills of speaking, understanding, writing, and reading. Special attention is given to the idiomatic character of the language. Text materials deal with civilization and current events. Aural comprehension and oral production are stressed in 301; composition is stressed in 302. These courses need not be taken in sequence.

Prerequisites: Spanish 202 or the equivalent.

303. Introduction to Spanish Literature.

Spring. Credits: 3.

Degree Requirements: Humanities.

Reading and analysis of selected works of Peninsular Spanish literature. Beginning with a brief introduction to Spain's multicultural past, the course will provide students with an overview of the major periods in Spanish cultural and literary history.

Prerequisites: Spanish 301 or 302 or permission of instructor

305. Spanish in Spain.

Summer. Credits: 4.

An intensive study of advanced-level Spanish at Estudio Sampere.

Prerequisites: Two years of college-level Spanish.

306. Introduction to Spanish American Cultures and Literatures.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

After an introduction to the pre-Columbian heritage, attention is given to the prose of exploration, the poetry of the viceregal courts, the literature of the wars of independence, the modernista poets and the narrative of the 20th and 21st centuries.

Prerequisites: Spanish 301 or 302 or permission of instructor.

307. Oral Proficiency Practicum.

Spring. Credits: 1.

Discussion of contemporary issues in Spanish-speaking communities with emphasis on improving oral proficiency.

Prerequisites: Spanish 301 or 302 or permission of instructor.

309. Spanish in Cuenca, Ecuador.

Summer. Credits: 4.

An intensive study of advanced-level Spanish at Estudio Sampere's Cuenca location.

Prerequisites: Two years of college-level Spanish.

310. US-Latino Literatures and Cultures.

Fall. Credits: 3.

Degree Requirements: Humanities.

A course in which students read and analyze texts pertaining to the U.S. Hispanic experience as they work with agencies that provide services in the Hispanic communities of Memphis.

Prerequisites: Spanish 301 or 302 or permission of instructor.

320. Spanish American Drama.

Credits: 3.

Degree Requirements: Humanities.

A study of the works of Spanish American dramatists from the colonial era to the present.

Prerequisites: Spanish 301 or 302 or permission of instructor.

330. Spanish American Poetry.

Credits: 3.

Degree Requirements: Humanities.

A study of the major movements and representatives of Spanish American Poetry, from pre-Columbian era to the present.

Prerequisites: Spanish 301 or 302 or permission of instructor.

340. Latin American Colonial Literature.

Fall. Credits: 3.

Degree Requirements: Humanities.

A survey course centered on the literary manifestations of Latin America during the Colonial period. Some of the main authors that will be studied are Cristóbal Colón, Hernán Cortés, Bartolomé de las Casas, Inca Garcilaso de la Vega and Sor Juana Inés de la Cruz.

Prerequisites: Spanish 301 or 302, or permission of the instructor.

350. Short Fiction by Spanish Women Writers.

Fall. Credits: 3.

Degree Requirements: Humanities.

Aims to raise and examine issues associated with women's literary expression through the study of short works by some of the most prominent Spanish writers of the last two centuries. Questions of marginality (as related to gender, language and culture), feminine sexuality and creativity, and the challenge of writing under the watchful eye of state censors will be addressed.

Prerequisites: Spanish 301 or 302 or permission of instructor.

355. Medieval and Early Modern Women Writers.

Spring. Credits 3.

This course explores how women writers in the Hispanic world, such as Florencia Pinar, Teresa de Jesús, Catalina de Erauso, Juana Inés de la Cruz, Ana Caro and María de Zayas, negotiate gender construction and its impositions through literature. For these women, literary production becomes the site of gender-related political resistance, and in some instances, gender redefinition or what could be called a Hispanic proto-feminism. The course deals with a variety of literary genres, such as poetry, short novel, theater, autobiography, and letters, as well as some oral tradition. The primary focus is on women writers from the Middle Ages to the end of the seventeenth century.

Prerequisites: Spanish 301 or 302 or permission by instructor.

360. Gender In Spanish American Literature.

Spring. Credits: 3.

Degree Requirements: Humanities.

A study of gender in works by women and men writers. Topical units composed of texts representing various genres, regions, and periods.

Prerequisites: Spanish 301 or 302 or permission of instructor.

365. Special Topics in Spanish.

Fall, Spring. Credits: 3.

Emphasis on a particular genre or the literature of a specific Hispanic nation.

Prerequisites: Spanish 301 or 302 or permission of instructor.

370. Contemporary Southern Cone Literature.

Fall. Credits: 3. Degree Requirements: Humanities.

A study of contemporary Southern Cone literature including short stories, novels, theatre, poetry, and essays.

Prerequisites: Spanish 301 or 302 or permission of instructor.

395. Spanish Medieval Masterpieces.

Fall. Credits: 3.

Degree Requirements: Humanities.

A survey course of the literary manifestations of Spain during the Middle Ages. Some of the main texts that will be studied are *Poema de Mio Cid*, *Milagros de Nuestra Señora*, *Libro de buen amor* and *La Celestina*.

Prerequisites: Spanish 301 or 302 or permission of instructor.

405. The Literature of Mexico after 1911.

Fall. Credits: 3.

Degree Requirements: Humanities.

A study of major Mexican writers of the 20th and 21st centuries, including works by Juan Rulfo, Rosario Castellanos, Elena Garro, Carlos Fuentes, Octavio Paz, and Carlos Monsiváis.

Prerequisites: Spanish 301 or 302 or permission of instructor.

406. The Contemporary Novel of Spanish America.

Fall. Credits: 3.

Degree Requirements: Humanities.

A study of major novelists since 1950, including works by Carmen Boullosa, Mario Vargas Llosa, Cristina Peri Rossi, and Gabriel García Márquez.

Prerequisites: Spanish 301 or 302 or permission of instructor.

408. The Spanish American Short Story.

Fall. Credits: 3.

Degree Requirements: Humanities.

A study of Spanish American short story writers, including works by Jorge Luis Borges, Isabel Allende, Luisa Valenzuela, Julio Cortázar, and Horacio Quiroga.

Prerequisites: Spanish 301 or 302 or permission of instructor.

410. Modern Spain: From Enlightenment to Realism.

Fall. Credits: 3.

Degree Requirements: Humanities.

This course aims to give the student an overview of the literary development of Spain during the 18th and 19th centuries. Emphasis is given to the main cultural and literary movements: Enlightenment, Romanticism and Realism.

Prerequisites: Spanish 301 or 302 or permission of instructor.

412-413. Twentieth-Century Spain.

Fall, Spring. Credits: 3-3.

Degree Requirements: Humanities.

The Generation of 1898; the literature of the Civil War, the Franco era and early

fruits of the new democracy.

Prerequisites: Spanish 301 or 302 or permission of instructor.

421-422. The Golden Ages.

Fall, Spring. Credits: 3-3.

Degree Requirements: Humanities.

The first semester of this sequence focuses on 16th-century poetry and 16th- and 17th-century prose, with a particular emphasis on Cervantes. The second semester focuses on 17th-century poetry and representative plays by the major dramatists of the 16th and 17th centuries.

Prerequisites: Spanish 301 or 302 or permission of instructor.

423. Hispanic Golden Age Theater.

Spring. Credits 3.

This course will study major playwrights of the Golden Age such as Lope de Vega, Pedro Calderón de la Barca, Tirso de Molina, María de Zayas, Juana Inés de la Cruz and Juan Ruiz de Alarcón, among many others. Written and staged between the end of the 16th and the end of the 17th centuries—a period known for its literary and artistic activity both in the New World and Spain—these plays are important because of their themes, audience and treatment of critical issues such as gender definition, national identity, and conflicts of class.

Prerequisites: Spanish 301 or 302 or permission by instructor.

424. Exploring *Don Quijote*.

Fall. Credits 3

This course aims to familiarize students with Miguel de Cervantes’s masterpiece, considered one of the classics of 17-century Spanish literature. Although both parts of *Don Quijote* will be examined, emphasis will be given to the first part written in 1605. Questions of readership, authorship, and narrative, among others, will be examined.

Prerequisites: Spanish 301 or 302 or permission by instructor.

486. Senior Seminar.

Spring. Credits: 3.

An overview of major topics of Hispanic literature and culture. Emphasis is given to the process of conceiving and developing a substantial library of research.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6, 3-6.

PROFESSOR

David Ramsey. 1965. Distinguished Service Professor. B.M., Rhodes College; S.M.M., Union Theological Seminary, New York. (Organ, music literature, accompanying.)

ASSOCIATE PROFESSORS

Thomas E. Bryant. 1987. B.M., M.M., University of Georgia; D.M., Northwestern University. (Piano, music theory, music literature.)

Timothy W. Sharp. 2000. Chair. Elizabeth G. Daughdrill Chair in the Fine Arts. Associate Dean for Fine Arts Development. B.M., Belmont University; M.C.M., D.M.A., School of Church Music, Southern Baptist Theological Seminary. (Rhodes Singers, MasterSingers Chorale, conducting.)

ASSISTANT PROFESSORS

Carole Choate Blankenship. 1990. B.A., Rhodes College; M.M., D.M.A., University of Memphis. (Voice, music theory, music literature.)

Courtenay L. Harter. 2000. B.F.A., Carnegie Mellon University; M.M., Northwestern University; Ph.D., University of Connecticut. (Music theory, oboe/English horn, Rhodes Orchestra, chamber music.)

Timothy D. Watkins. 2002. B.M., Samford University; M.C.M., School of Church Music, Southern Baptist Theological Seminary; M.M. and Ph.D., Florida State University. (Music history and literature, world musics.)

ADJUNCT INSTRUCTORS

The Department of Music provides a wide range of applied music courses. These persons provide applied music courses based on student demand and on availability of instructor.

John B. Bass, III. B.M., University of Mississippi; M.M., University of Memphis. (Guitar, Jazz Band, Jazz Ensemble.)

Sara Chiego. B.M., University of Memphis; M.M., Cincinnati Conservatory of Music. Memphis Symphony Orchestra. (String bass.)

Jenny Compton. A.S.C.M. diploma, N.S.W. Conservatorium of Music. (Flute, Flute Ensemble.)

Robert Gilbert. B.M., Indiana University. (French horn.)

Brandon Goff. B.M., M.M., Arkansas State University; D.M.A., University of Memphis. (Composition, music technology.)

Mona B. Kreitner. B.M., Mansfield University; M.M., Eastman School of Music. (Voice, Rhodes Women's Chorus.)

David T. Lay. B.M., Lambuth University. (Guitar, rock ensemble.)

Benjamin Lewis. U.S. Navy Bandmaster (ret.), Armed Forces School of Music. (Trumpet, Brass Ensemble.)

Edward F. Murray. B.M., New England Conservatory of Music. Memphis Symphony Orchestra. (Percussion, World Drum Ensemble.)

Brian Ray. B.M., University of Tennessee at Martin; M.M., University of Memphis. (Piano, Staff Accompanist.)

Jennifer Rhodes. B.M., The Eastman School of Music; M.M., D.M.A., The Julliard School. Memphis Symphony Orchestra. (Bassoon.)

John Ross. B.M., Northern Illinois University; M.M., Illinois State University. (Guitar, Guitar Ensemble.)

Jane Gerard-Schranze. B.M., Eastman School of Music; M.M., New England Conservatory. (Viola, violin.)

London Silas Shavers. B.M.E., Valparaiso University; M.M., Western Michigan University. (Clarinet.)

Debra H. Smith. B.M., Mississippi College; M.M., University of Memphis. (Piano.)

Kate Stimson. B.A., Hollins College; M.M., University of Memphis. (Piano.)

Mark Vail. University of North Texas. Memphis Symphony Orchestra. (Trombone, tuba.)

Yukiko Whitehead. B.M., University of Tennessee; M.M., D.M.A., University of Memphis; Yamaha Music Foundation Suzuki Piano Teachers Certificate, Suzuki Association of America. (Piano.)

Carl R. Wolfe. U.S. Armed Forces School of Music. (Saxophone.)

Wen-Yih You. M.M., Mannes College of Music. Memphis Symphony Orchestra. (Violin, String Quartet.)

Iren Zombor. B.A., Franz Liszt Conservatory of Music, Hungary; M.A., University of Massachusetts, Amherst. Memphis Symphony Orchestra. (Cello, String Quartet.)

STAFF

Barbara H. Maxey. Administrative Assistant.

John Weeden. Associate Director, Center for Outreach in the Development of the Arts. B.A., Rhodes College, M.A., Sotheby's Institute of Art.

REQUIREMENTS FOR A MAJOR IN MUSIC

A total of sixty (60) credits as follows:

1. Music 104, 200
2. Music 160-177 (8 credit hours in the principal instrument.)
3. Music 190-197 (8 credits in approved ensembles)
4. Music 205, 206, 227-228, 306
5. Music 415, 485
6. One elective course from Music 105, 117, 118, 119, 320, 321, 322, 334.

Students must demonstrate proficiency in the principal instrument before being allowed to pursue the major beyond the sophomore year.

Students must fulfill a recital attendance requirement each semester, as designated by the Music Department faculty.

Final performance examinations will be taken with other Music Majors.

Students who have declared a major in music have the applied music fee waived for study in the principal until the required number of credits is achieved. A music major who desires to take more applied lessons credit than the sixteen required will be charged for those credits above sixteen at the regular fee.

REQUIREMENTS FOR A MINOR IN MUSIC

A total of thirty-two (32) credits as follows:

1. Music 104, 200
2. Music 160-177 (4 credits in the principal instrument)
3. Music 190-197 (4 credits in approved ensembles)
4. Music 205, 206, 227-228.

Students must demonstrate proficiency in the principal instrument before being allowed to pursue the minor beyond the sophomore year.

Students must fulfill a recital attendance requirement each semester, as designated by the Music Department faculty.

Final performance examinations will be taken with secondaries and non-music majors.

HONORS IN MUSIC

1. Fulfillment of the requirements for a major in music.
2. Intensive work in at least one of the following areas: music history, music theory, performance, conducting, or composition.
3. A substantial in-depth thesis or creative project in one or more of the areas studied.

COURSE OFFERINGS**MUSIC THEORY**

A music theory placement test is given by the department in order that a student who has the appropriate degree of proficiency may start the theory class sequence with either Music 104 or 205. Music majors and minors who encounter a closed music course in the registration process should contact the instructor to be admitted.

103. Elements of Music.

Spring. Credits: 4.

Degree Requirements: Fine Arts, F5.

This course is designed for the student who is curious about how music is organized, as well as for the beginner who needs some extra work in fundamental topics. Through written, aural, and keyboard skills, students gain knowledge of pitch notation, rhythm and meter, scales, intervals, chords, simple harmonic progressions, and cadences.

104. Theory I.

Fall. Credits: 4.

Degree Requirements: Fine Arts, F5.

This course develops written, aural, and keyboard skills as applied to common-practice musical traditions. Beginning with a review of music fundamentals, topics include diatonic harmony and functions, voice-leading guidelines, phrase structure, and introductions to musical style and species counterpoint.

Prerequisites: Music 103 or satisfactory score on music theory placement test.

205. Theory II.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course further develops written, aural, and keyboard skills as applied to common-practice musical traditions. As a continuation of Music 104, topics include diatonic harmony and functions, an introduction to chromatic harmony, and small formal designs.

Prerequisites: Music 104 or satisfactory score on music theory placement test.

206. Theory III.

Fall. Credits: 4.

Degree Requirements: Fine Arts.

This is an advanced course in written, aural, and keyboard skills as applied to common-practice musical traditions. As a continuation of Music 205, topics include chromatic harmony, extended tertian harmony, larger formal designs, and nineteenth-century genres.

Prerequisites: Music 205.

222. Music Technology.

Spring. Credits: 4.

This course is designed to introduce both utilitarian and creative concepts, which

will assist students in developing practical and artistic applications and skills in music technology. Covering historical, technical, scientific, interactive, and hands-on knowledge, the course will develop a solid foundation for those wishing to use computers, electronics, synthesizers, and the internet to supplement their musical needs, mastery, and understanding.

306. Theory IV.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course examines twentieth-century analysis and compositional techniques, including set-theory and serialism, and musical form through a survey of common-practice repertoire. Final projects include a written analysis and an oral presentation of an extended composition.

Prerequisites: Music 206.

410. Music Composition.

Fall. Credits: 4.

This is a beginning course designed for students with little or no prior study in composition. The course presents fundamental resources and techniques essential to the entry-level student, as well as skills applicable to those with some amount of musical experience.

411. Advanced Composition.

Fall or Spring. Credits: 1 or 2.

Continuing in a study of musicianship, students will examine and apply the tenets of sound theory and structure in the creation of new and original works.

Prerequisites: Music 205, 410, or permission of instructor. Applied music fee assessed for all students per credit.

MUSIC HISTORY AND LITERATURE

101. Music: A Sound Experience.

Fall, Spring. Credits: 4.

Degree Requirements: Fine Arts, F5.

This course is designed to increase knowledge of the history and traditions of Western art music. A primary goal of the course is to develop greater skill in active listening. While the focus of the course is the European classical tradition from 1600 to the present, discussions will also include early music, American traditions, and excursions into world musics, to provide a greater appreciation of the larger musical world. This course is for students who are not music majors or minors.

105. Topics in Music.

Fall or Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course is designed for the non-music major. Special interest topics such as Piano Literature, Art Song Literature, Women in Music, Sacred Music Traditions, and Non-Western Music will be presented.

117. Music Cultures of the World.

Fall or Spring. Credits: 4.

Degree Requirements: Fine Arts, F5, F9.

This course serves as an introduction to the variety of musics found in cultures around the world outside the Western art music tradition. Students will be

introduced not only to the sounds of different musics, but also to their aesthetic foundations, relation to social and cultural contexts, historical developments, and cross-cultural interactions and influences.

118. African-American Music.

Fall or Spring. Credits: 4.

Degree Requirements: Fine Arts, F5, F9.

This course is a survey of the African-American cultural music tradition, its special characteristics, and its significance in America and the world.

119. The Music of Latin America.

Fall. Credits: 4.

Degree Requirements: Fine Arts, F5, F9.

This course surveys the variety of indigenous, folk, and art musics of Latin America. Emphasis is on the sound of the music and on the cultural and social contexts of various cultures and the historical development of music in Latin America from the colonial period to the present.

200. Survey of Music Literature.

Spring. Credits: 4.

Degree Requirements: F2.

This course serves as an introduction to basic Western music literature, styles, and techniques for score study. Students will learn to identify the stylistic characteristics of the various periods of music history through score analysis and listening.

Prerequisites: Music 104 or permission of instructor.

227-228. European Musical Heritage.

Fall, Spring. Credits: 4-4.

Degree Requirements: Fine Arts, F3 (Music 227)

These courses trace the development of Western musical style from the time of its earliest written records to the present. This development will be placed in dialogue with materials from social or intellectual history, literature, and other arts.

Prerequisites: Music 200 or permission of instructor.

320. Music in the Middle Ages and Renaissance.

Fall or Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course will survey the major developments in Western music from approximately 900 to 1600. In addition to reading about the history of early music, students will be required to listen to and analyze scores of important representative works. Assignments will include writing music analyses, extensive listening and video viewing, and reading from the texts and other sources.

Prerequisites: Music 227 or permission of instructor.

321. Music in the Baroque Period.

Fall or Spring. Credits: 4.

This course provides a historical overview of the music from the Baroque Period (c. 1600-1750). The different styles, schools, and genres of the period will be examined and placed in the context of the wider culture of the time. Students will be expected to engage in a detailed analysis of musical compositions from the period.

Prerequisites: Music 227 or permission of instructor.

322. Music in the Common-Practice Period.

Fall or Spring. Credits: 4.

This course examines the music of the periods frequently called "Classical" and "Romantic" (c. 1750-1900), focusing on the changing cultural contexts for the music, aesthetic issues raised by musical writers in the eighteenth and nineteenth centuries, biographies of major composers, style developments according to chronology and genre, and detailed analysis of works.

Prerequisites: Music 228 or permission of instructor.

334. 20th Century Art Music.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course will examine the diverse trends in music composition in the 20th century. Included will be twelve-tone music, electronic music, aleatory music, post-serialism, and minimalism.

Prerequisites: Music 228 or permission of instructor.

415. Conducting.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course presents the fundamentals of conducting and their application to performance. Open to music majors and minors only.

Prerequisites: Music 306 or permission of instructor. (Course offered in alternate years; scheduled for 2007-2008.)

APPLIED MUSIC

All applied music instruction is offered both Fall and Spring semesters and meets the Fine Arts and F5 requirements with the requisite number of credits.

160. Piano.

161. Voice.

162. Organ.

163. Violin.

164. Classical Guitar.

165. Harpsichord.

166. Cello.

167. Harp.

168. French horn.

169. Flute.

170. Oboe.

171. Clarinet.

172. Bassoon.

173. Trumpet.

174. Trombone/Tuba.

175. Percussion.

176. Viola.

177. Bass.

178. Saxophone.

ENSEMBLES**190. Rhodes Singers.**

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

This noted performing ensemble has toured in the United States for over

sixty years, and tours abroad every three years. Singers are the concert choir for Rhodes College and appear regularly in both a cappella concert settings as well as with orchestras. Membership is by audition. Students who join this ensemble are expected to participate for a full academic year.

191. Rhodes Orchestra.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

This chamber orchestra is composed of students, faculty and staff, alumni, and community members. The ensemble rehearses weekly and presents one major concert per semester. Membership is by audition.

192. Rhodes MasterSingers Chorale.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

This ensemble is made up of students and experienced choral singers from the community. There are normally four concerts each year and the repertoire includes a wide variety of musical styles, often including works with orchestra. Membership is by audition.

193. Rhodes Women's Chorus.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

This ensemble is open to female students, and repertoire is taken from a variety of musical genres. The ensemble presents a major concert each semester, as well as making several appearances in the local community. Membership is by audition.

195. Piano Accompanying.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

Competent players may earn credit for studio and/or recital accompanying of vocalists and instrumentalists.

196. Selected Instrumental Ensembles.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

Instrumentalists can explore the wide range of chamber music. Current ensembles include Flute Ensemble, Guitar Ensemble, String Quartet, Woodwind Quintet, Brass Ensemble, World Drum Ensemble, and Jazz Ensemble, as well as mixed groups of instrumentalists and vocalists.

197. Selected Vocal Ensembles.

Fall, Spring. Credits: 1.

Degree Requirements: Fine Arts, F5.

Competent singers will prepare and perform music ranging from duets to larger works.

485. Senior Seminar.

Fall. Credits: 4.

This seminar forms the senior capstone experience for the Music Major. Each student will prepare an extensive research paper.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4-4.

PHILOSOPHY

ASSOCIATE PROFESSOR

Patrick A. Shade. 1996. Chair. B.A. and M.A., Colorado State University; M.A. and Ph.D., Vanderbilt University. (Ethics; American philosophy; history of philosophy; logic; interdisciplinary humanities.)

ASSISTANT PROFESSORS

Brendan M. O'Sullivan. 2002. B.A., Davidson College; Ph.D., University of California at Berkeley. (Philosophy of mind, philosophy of science, logic, interdisciplinary humanities.)

Ross C. Reed. 2000. B.A., Millersville University; M.A., Baylor University; M.Mus., University of Memphis; Ph.D., Loyola University, Chicago.

STAFF

Karen M. Winterton. Departmental Assistant.

REQUIREMENTS FOR A MAJOR IN PHILOSOPHY

A total of thirty-three (33) credits as follows:

1. Philosophy 201, 203, 206, 304, 486.
2. At least one of the following two courses: 318 or 319.
3. Fifteen (15) additional hours in Philosophy.

REQUIREMENTS FOR A MINOR IN PHILOSOPHY

A total of eighteen (18) credits as follows:

1. Philosophy 201 or 203 (Students are encouraged to take both).
2. Philosophy 206 and 304.
3. At least two other courses in the 300s or above.
4. One additional three-hour course in Philosophy.

HONORS IN PHILOSOPHY

1. Courses required: fulfillment of the requirements for a major in Philosophy.
2. Honors course: Philosophy 399, 495-496
3. Examination: an oral examination on the honors essay and related field is required.
4. Approval of the honors project by the Philosophy Department Honors Committee is required.

COURSE OFFERINGS

101. Introduction to Philosophy.

Fall. Credits: 3.

Degree Requirements: Humanities.

An introduction to philosophy through primary texts in the history of philosophy with emphasis on central issues such as the relationship between mind and body, the power and limits of human knowledge, human freedom and ethical responsibility, and the structure of good arguments.

201. Ancient Philosophy.

Fall. Credits: 3.

Degree Requirements: Humanities.

An examination of philosophical methods, problems, and ideas from Ancient philosophies, such as those of the Presocratics, Plato, Aristotle, Epicureans and Stoics. Issues addressed include the human good, the relation of the human to

the cosmos, the nature and role of reason, and the relation between reason and pleasure.

202. Medieval Philosophy.

Spring. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

An examination of philosophical methods, problems, and ideas from early through late Medieval philosophies, most notably those of Augustine and Aquinas. Issues addressed include the natures and relations of faith and reason, the human good, arguments for the existence of God, and the relation of the human to the divine.

203. Early Modern Philosophy.

Spring. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

An examination of major representatives of Early Modern Philosophy, focusing on the works of Descartes, Hume, and Kant. Major themes are their epistemological and ethical theories. Issues to be considered include such things as the nature and role of rationality, the relation of the sensuous and the rational, the exercise of freedom, and the existence of God.

206. Logic.

Fall, Spring. Credits: 3.

Degree Requirements: Humanities.

An examination of argumentation, with emphasis on identifying, analyzing, and evaluating arguments. Issues to be considered include methods in categorical and truth-functional logic, induction, and fallacies.

240. Philosophy of Religion.

Fall or Spring. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

An exploration in depth of a few major problems in contemporary philosophy of religion, such as the arguments for the existence of God, the problem of evil, the meaningfulness of theological language, and the relationship of faith and reason.

250. Topics in Philosophy.

Fall or Spring. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

A seminar in which topics of current interest are presented and discussed. Topics may involve both classical and contemporary philosophical texts. Typically, topics focus on issues that raise significant moral questions in contemporary society. (Subject to special scheduling.)

270. Philosophy of Education.

Fall or Spring. Credits: 3.

Degree Requirements: Humanities.

A philosophical examination of education with attention to issues in ethics (what values should guide education?), metaphysics (do we educate the whole or only part of the person?), and epistemology (what is knowledge and is it the goal of education?). (Course offered in alternate years; scheduled for 2007-2008.)

304. Ethics.

Fall. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

An examination of major ethical theories, typically virtue ethics, deontology, and consequentialism, with special emphasis on their central arguments and applicability to specific ethical issues.

310. Philosophy of Science.

Fall. Credits: 3.

Degree Requirements: Humanities.

A philosophical examination of the meaning and limitations of explanation, primarily in the natural sciences.

315. Nineteenth Century Philosophy.

Spring. Credits: 3.

This course considers the Kantian roots of German Idealism and examines the philosophy of Hegel and that of one or more of his critics (Kierkegaard, Marx, Nietzsche) in the later 19th Century. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Philosophy 203 or special permission of instructor.

318. Metaphysics.

Spring. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

An exploration of some major issue(s) such as materialism vs. theism, the mind-body problem, freedom and determinism.

319. Theory of Knowledge.

Fall. Credits: 3.

Degree Requirements: Humanities.

An exploration of some major issues in the theory of knowledge, such as the nature of knowledge and justified belief, the possibility and limitations of human knowledge, and the ethics of belief. (Course offered in alternate years; scheduled for 2007-2008.)

320. Medical Ethics.

Fall or Spring. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

A seminar focusing attention on issues arising from the practice of medicine, the application of medical technology, and the business of health care delivery that have significant implications for an understanding of the good life or an understanding of moral duties. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Sophomore standing or higher, first-years by permission of instructor.

328. Philosophy of Mind and Consciousness.

Fall or Spring. Credits: 3.

Degree Requirements: Humanities.

What is the nature of the human mind? What are its powers and limitations? What is the relationship between the mind and the body (especially the brain)? These and similar questions will be investigated through central works in the history of philosophy (e.g., Descartes' Meditations) and various contemporary

works in philosophy and/or related fields (e.g., biology, psychology).

360. Existentialism.

Fall. Credits: 3.

Degree Requirements: Life Then and Now, Humanities.

An examination of prominent existentialists from the 19th and 20th Centuries. Issues include the idea that human beings' deepest desire is for meaning in their lives, and that the primary issue in human life is whether and how we own up to this.

370. American Philosophy.

Spring. Credits: 3.

Degree Requirements: Humanities.

An examination of the major representatives of Classical American Philosophy. Emphasis is on issues such as the nature of philosophical method, the biological/social nature of human beings, the instrumentalist view of knowledge and inquiry, and the contextual nature of truth and value. (Course offered in alternate years; scheduled for 2007-2008.)

399. Tutorial for Honors Candidates.

Spring Credits: 1.

Junior Philosophy majors wishing to read for honors are required to enroll in this preparatory tutorial. Although required for honors, enrollment in this course does not guarantee acceptance into the Honors Program.

401. Advanced Topics: History of Philosophy.

Fall. Credits: 3.

Degree Requirements: Humanities.

An advanced study of specific topics in the history of philosophy. The course will focus on one of the following topics: a central historical figure (Plato, Aristotle, Kant, Hegel), a specific period (ancient, medieval, modern, contemporary analytic or continental philosophy), or a major movement (empiricism, rationalism, phenomenology). (Course offered in alternate years; scheduled for 2007-2008.)

475-476. Problems in Philosophy.

Fall, Spring. Credits: 3-3.

A tutorial course for senior students only. Each student chooses an individual topic in consultation with the departmental faculty.

486. Senior Seminar: Developing a Comprehensive Philosophy.

Spring. Credits: 3.

Senior seminar is designed to be a capstone experience in Philosophy, requiring both oral and written work. The seminar culminates in the senior paper, a sustained, sophisticated discussion of a significant philosophical issue.

495-496. Honors Tutorial.

Fall, Spring. Credits: 6-6.

A course dedicated to the development of an Honors essay.

Prerequisites: Permission of department.

PHYSICAL EDUCATION

Physical Education classes are offered each semester for students who wish to take courses to fulfill degree requirements and for their own growth, development, and pleasure. Courses are taught for seven weeks (one-half of a semester), and all classes are open to both men and women. Courses offered during the first seven weeks of the semester are numbered in the 100s, and courses numbered in the 200s are offered during the second seven weeks of the semester.

Three half-semester courses of Physical Education are required for graduation. These courses carry no academic credit and are graded on a pass-withdraw basis.

Physical Education courses for which proper registration is not made will not be credited to a student's record retroactively. It is the student's responsibility to be sure that he or she is properly registered for the course during the semester in which it is taken.

COURSE OFFERINGS

100/200. Varsity Sports.

Fall, Spring.

101/201. Club Sports.

Fall, Spring.

103/203. Tennis.

Fall, Spring.

Basic instruction on the forehand, backhand, serve, volley, overhead, rules, and etiquette. Open to all skill levels.

107/207. Golf.

Fall, Spring.

Basic instruction on grip, swing, rules, and etiquette. Open to all skill levels.

120/220. Squash.

Fall, Spring.

Basic instruction on forehand, backhand, serve, rules, and etiquette. Open to all skill levels.

121/221. Racquetball.

Fall, Spring.

Instruction in basic skills and scoring.

125/225. Swimming.

Fall, Spring.

A self-paced program open to all levels.

131/231. Scuba Diving.

Fall, Spring.

Instruction in the basic skills and techniques of scuba diving, leading to certification. Extra activity fee required. Course held off campus.

154/254. Weight Lifting.

Fall, Spring.

Instruction in the proper use of weight training equipment.

156/256. Advanced Conditioning.

Spring.

A structured program of advanced conditioning programs consisting of running, weight-lifting, agility, plyometrics, and sprint work.

157/257. Run for Fun.

Fall, Spring.

A self-paced program of jogging for all levels of conditioning.

174/274. Aerobics.

Fall, Spring.

Low impact, step, and circuit training.

171/271. Taekwondo.

Fall, Spring.

A hard style form of martial arts with emphasis on kicks and punches.

175/176. Wing Chun.

Fall, Spring.

A hard style form of martial arts with emphasis on straight line kicks, punches, and circular trapping.

176/276. Tai Chi.

Fall, Spring.

A soft martial art that focuses on the integration of the mind and body through progressive exercises and movements.

177/277. Karate/Self Defense.

Fall, Spring.

Instruction in basic kicking, punching, katas (forms) and self defense techniques. Open to all levels and belt testing is optional.

178/278. Kickboxing.

Fall, Spring.

A controlled sparring class with an overall workout through kicks, knee strikes, punches, elbow strikes and fighting combinations. Open to all levels.

179/279. Aikido.

Fall, Spring.

Emphasis on the neutralization of aggression through body movement, throws, and joint locks. Open to all levels

180/280. Yoga.

Fall, Spring.

Gentle, yet systematic stretching and relaxation techniques for the entire body. Open to all levels.

185/285. Ballet.

Spring.

Open to all levels.

295. Water Safety Instructors Course.

Spring.

ASSOCIATE PROFESSORS

Brent K. Hoffmeister. 1996. The Van Vleet Fellow in Physics. B.A., Wabash College; Ph.D., Washington University (Ultrasonics, medical physics.)

Ann M. Viano. 1999. B.S., Santa Clara University; Ph.D., Washington University. (Materials science, solid-state physics.)

ASSISTANT PROFESSOR

Shubho Banerjee. 2002. M.S., Indian Institute of Technology, Kanpur; M.S. and Ph.D., Carnegie Mellon University. (Ferrofluids, thermodynamics, theoretical physics.)

PART-TIME INSTRUCTOR

Carol L. Ekstrom. 1974. B.S., Beloit College; M.S., George Washington University. (Geology, Earth system science.)

TECHNICAL ASSOCIATE

Glen W. Davis. B.S., University of Memphis; M.S., Murray State University.

STAFF

Eva L. Owens. Departmental Assistant.

All prospective physics majors should consult with the Department Chairperson before registration. As noted, prospective physics majors should take in their first year Physics 111-112, and it is recommended that they also take Physics 185. Physics 101, 105, and 107 may not be used for credit toward a major or minor in physics, but they may be used for general degree credits.

REQUIREMENTS FOR A MAJOR IN PHYSICS LEADING TO THE B.S. DEGREE

A total of fifty-four (54) credits as follows:

1. Physics 111-112.
2. Physics 211.
3. Physics 250.
4. Physics 301, 305, 401, and 406.
5. Physics 485-486.
6. At least one additional Physics lecture course at the 300-level or above.
7. Mathematics 121, 122, 223, and 251.

Students majoring in physics and planning to pursue graduate studies in physics or in a closely related field are strongly encouraged to take the following, additional courses: Physics 185, 302, 304, 306, and 325; Mathematics 261.

REQUIREMENTS FOR A MINOR IN PHYSICS

A total of twenty (20) credits as follows:

1. Physics 111-112.
2. Physics 211.
3. Physics 250.
4. At least one additional Physics lecture course at the 300-level or above.

HONORS IN PHYSICS

1. Courses required: those listed for the B.S. degree with a major in physics, plus Physics 495-496, Honors Tutorial.
2. A research project in physics, usually involving a topic related to Physics Faculty research. The Honors Project must be approved by the Department of Physics, must follow the Department's schedule for Honors work, and a creditable thesis must be presented to the Department at the end of the academic year.

COURSE OFFERINGS**101. Astronomy.**

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science, F7.

An introduction to modern astronomy, including the apparent motion of stars and planets, fundamental astronomical concepts and astronomical tools, the Solar System, the Sun, other stars, stellar evolution and stellar systems, the Galaxy, other galaxies, galactic systems, and cosmology. The accompanying laboratory will include astronomical observations, computer simulations, and exercises involving astronomical concepts presented in the lecture.

Prerequisites: None.

105. Topics in Physics.

Fall, Spring. Credits: 4.

Degree Requirements: Natural Science.

Topics, designed for the non-science major, in physics, astronomy, and interdisciplinary subjects, including modern developments in physics and closely allied fields, atmospheric processes, biophysics, geophysics, and science writing.

Prerequisites: None.

107. Physics of Sound and Music.

Fall. Credits: 4.

Degree Requirements: Natural Science, F7.

An introduction for non-science majors to the physics of sound with applications to sound production by musical instruments. Topics include the physical behavior of sound, musical scales, human perception of sound, and sound production by acoustic instruments and the human voice. As part of the course, students are required to fabricate and demonstrate a musical instrument of their own design. The course and its integrated laboratory are normally scheduled for two consecutive class periods.

Prerequisites: None.

111-112. Fundamentals of Physics I and II.

Fall, Spring. Credits: 4-4.

Degree Requirements: Natural Science, F6, F7.

A study of the classical fields of physics, with an introduction to modern physics. Includes the study of Newtonian mechanics, wave motion, and sound during the first semester, and thermodynamics, electromagnetism, optical properties of matter, and atomic structure in the second semester. Intended for both science and non-science majors, the course includes three lectures and one laboratory session each week.

Corequisite: Mathematics 121-122 or equivalent. Note that Physics 111 or the equivalent is a prerequisite for Physics 112.

185. First-Year Seminar.

Fall. Credits: 1.

In this examination of the unifying themes, central concepts, and links between the different areas of physics, students will be introduced to the range of theoretical and experimental endeavors in physics. Topics will vary, and discussions will be led by physics faculty. Open to first- and second-year physics students only.

211-211L. Modern Physics.

Fall. Credits: 4-1.

A survey of relativistic and quantum physics, including photons, the atom, matter waves, introductory quantum mechanics via the Schrödinger formulation, one-electron and complex atoms, nuclear properties and processes, elementary particles, molecules, and condensed matter. The course includes three lectures and one laboratory session each week.

Prerequisites: Physics 112**Corequisite:** Mathematics 223 or equivalent.**250. Mathematical Methods of Physics.**

Spring. Credits: 4.

A survey of analytical and numerical techniques useful in physics, including multivariable calculus, optimization, ordinary and partial differential equations, complex numbers, special functions, linear algebra, Fourier series, Fourier and Laplace transforms, and numerical methods.

Prerequisites: Physics 211 and Mathematics 223 or equivalent.**301. Electromagnetic Theory.**

Fall. Credits: 4.

A study of the fundamental properties of electric and magnetic fields in vacuum. The development will be from fundamental observations through modern, discrete applications of Maxwell's Equations. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Physics 112**Corequisite:** Physics 250.**302. Advanced Electromagnetic Theory.**

Spring. Credits: 4.

A study of static and dynamic electromagnetic fields in matter, electromagnetic waves, and radiation; also, a brief introduction to relativistic electrodynamics. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Physics 301.**304. Electronics.**

Spring. Credits: 4.

The basic concepts of analog and digital electronics, with emphasis on digital electronics. Logic gates, flip-flops, decoders, multiplexers, registers, counters, displays, and arithmetic/logic circuits will be covered. Programmable integrated circuits and environmental sensors as used in basic robotic design will also be covered. (Course offered as interest warrants.)

Prerequisites: Physics 112.**305. Dynamics.**

Fall. Credits: 4.

Basic principles of the dynamics of particles and rigid bodies presented within

the framework of classical mechanics. Topics include Newtonian mechanics, oscillating systems, general motion of a particle in three dimensions, mechanics of rigid bodies, and an introduction to Lagrangian and Hamiltonian mechanics.

Prerequisites: Physics 112 and Physics 250.

306. Advanced Dynamics.

Spring. Credits: 4.

Advanced topics in the study of dynamics, including non-inertial reference systems, motion in a central force field, motion of rigid bodies in three dimensions, dynamics of oscillating systems, chaotic systems, and special relativity.

Prerequisites: Physics 305.

307. Topics in Intermediate Physics.

Fall, Spring. Credits: 4.

Topics for the intermediate-level physics- or natural-science student, often including but not limited to exposition of experimental systems or subjects such as robotics, spectroscopy, experiment interfacing, etc. (Course offered as interest warrants.)

Prerequisites: Physics 211.

310. Astrophysics.

Spring. Credits: 4.

An introduction to modern astrophysics, this course will normally include coverage of the following: stellar evolution; physics of the interstellar medium; structure, evolution, and morphology of galaxies; the origin and evolution of large-scale structure in the Universe; and cosmology. Occasionally, topics such as comparative planetology may be included. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Physics 211 and Mathematics 223 or equivalent.

325. Optics.

Spring. Credits: 4.

A study of contemporary physical optics, including diffraction theory (Fraunhofer and Fresnel), polarization, coherence theory and lasers, Fourier and nonlinear optics. Two lectures and one laboratory session per week.

Prerequisites: Physics 301.

401. Quantum Mechanics.

Fall. Credits: 4.

Introduction to topics in quantum physics, including observables and measurement, position and momentum representations, intermediate wave mechanics, the time-dependent Schrödinger equation, Hilbert space vectors and operators, the Hamiltonian, potential wells and the harmonic operator, introduction to Dirac notation, scattering theory, and applications to the study of atoms. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Physics 211 and Physics 250.

406. Thermal Physics.

Spring. Credits: 4.

The study of thermodynamics and statistical mechanics from the unifying viewpoint of quantum theory. Topics include: Gibbs and Boltzmann factors; Fermi-Dirac and Bose-Einstein distribution functions; temperature, pressure, and the monatomic ideal gas; thermodynamic potentials. Application of theory to metals,

white dwarf stars, photons, and phonons will be considered. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Physics 211 and Physics 250.

409. Topics in Advanced Physics.

Fall, Spring. Credits: 4.

Special topics designed for advanced students in physics or mathematics. Subjects will involve theoretical physical and mathematical systems. (Course offered as interest warrants.)

Prerequisites: Physics 301 and Physics 305.

413L-414L. Advanced Experimental Physics.

Fall, Spring. Credits: 1-1.

Experiments and fabrication techniques of an advanced nature, with the former emphasizing modern physics. Experiments are selected from those involving high-vacuum techniques, stellar photometry, scintillation spectroscopy, Compton scattering, atomic and molecular spectroscopy, Mössbauer effect, and superconductivity. Fabrication techniques emphasize design and metal-working efforts.

Prerequisites: Physics 211.

485-486. Senior Seminar.

Fall, Spring. Credits: 1-1.

Examination of the unifying themes, central concepts, and links between discipline areas of physics. Lectures by faculty. Also student organization, preparation and presentation of papers from the physics literature and current research efforts. One meeting per week. Open to third- or fourth-year physics students only.

495-496. Honors Tutorial.

Fall, Spring. Credits: 4 to 8.

Open to candidates for Honors in Physics.

Prerequisites: Permission of Department Chairperson.

POLITICAL SCIENCE

PROFESSORS

Michael Nelson. 1991. B.A., College of William and Mary; M.A. and Ph.D., The Johns Hopkins University. (Presidency; Presidential elections; American politics.)

Marcus D. Pohlmann. 1986. B.A., Cornell College; M.A., M.Phil. and Ph.D., Columbia University. (American politics, legal studies; black political thought)

ASSOCIATE PROFESSORS

Daniel E. Cullen. 1988. M.A., Dalhousie University; Ph.D., Boston College. (History of political philosophy; American political thought; contemporary political theory.)

Michael P. Kirby. 1970. B.S., Wisconsin State University; M.A., Northern Illinois University; Ph.D., University of Wisconsin-Milwaukee. (Criminal justice; urban policy)

Stephen H. Wirls. 1994. Chair. B.A. Kenyon College; M.A. and Ph. D., Cornell University. (American politics, Congress, American political thought, modern political philosophy.)

ASSISTANT PROFESSOR

Margaret A. Carne. 2004. B.A. Oberlin College; M.A. and Ph.D. University of California, Berkeley. (American politics, campaigns and elections, parties and interest groups, research methods.)

PART-TIME INSTRUCTOR

Ashley B. Coffield. B.A. Rhodes College; M.P.A., Texas A&M. (Public administration; public policy.)

STAFF

Jean E. Minmier. Departmental Assistant.

All political science majors must take 151. (Advanced Placement credit in Political Science will count as four credits toward the major but will not substitute for 151.)

REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE

A total of thirty-six (36) credits as follows:

1. Political Science 151
2. Political Science 270
3. Political Science 485
4. One course of the following courses in political thought and philosophy: 212, 214, 216, 230.
5. History 233
6. International Studies 100 or International Studies 200
7. Six additional courses (18 credits) in Political Science, two of which must be at the 300 level and one of which may be Political Science 460, Internship.

HONORS IN POLITICAL SCIENCE

Honors work in Political Science affords an opportunity for Political Science majors to investigate topics of their own choosing. In the process, they will be expanding and honing their research and writing skills, which is excellent preparation for graduate and professional degree work. Majors pursuing honors

will devote a substantial portion of their last two semesters at Rhodes to their projects (honors work normally earns six credits for each semester). To be eligible, a student must have completed 21 credits of course work in the major and have a grade point average of 3.5 or higher in the college and in Political Science courses. All honors proposals must be approved by the department.

COURSE OFFERINGS

151. United States Politics.

Fall, Spring. Credits: 4.

Degree Requirements: Social Science, F8.

An examination of the U.S. political system. Major topics include the nature of politics, constitutionalism, federalism, political ideologies, public opinion and political participation, pressure groups, elections and campaigns, political parties, congressional, presidential, and bureaucratic politics, the Supreme Court and federal judiciary, and public policy-making. Open to seniors by permission of department only. Selected sections may meet the F2 requirement.

200. Urban Politics.

Fall. Credits: 3.

Degree Requirements: Social Science.

A critical introduction to urban America's fiscal and racial problems, formal and informal political processes, power structures, and alternative futures.

Prerequisite: Political Science 151 or permission of the instructor.

205. Introduction to Public Policy.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

An analysis of the processes and politics of making and implementing public policies. Topics may include taxing and spending, energy, transportation, environmental protection, agriculture, equality, health, consumer protection, education, business, labor and welfare.

Prerequisite: Political Science 151.

211. Politics and Literature.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

An exploration of perennial issues of politics broadly understood as they are treated in literature and drama. Authors studied may include: ancient Greek dramatists, Shakespeare, Defoe, Swift, Cooper, Hawthorne, Melville, Twain, Stendhal, Flaubert, Dostoyevsky, Conrad, Golding, Malraux.

212. American Political Thought and Statesmanship.

Fall, Spring. Credits: 3.

A survey of the ideas and controversies in American political thought and development from the Puritans to the present. Topics may include the philosophical origins of the Declaration of Independence and the Constitution, federalism, the democratization of politics, slavery and the Civil War, laissez-faire capitalism and the welfare state, the civil rights movement, and the redefinitions of freedom and equality by, for example, the new left and feminism.

Prerequisite: Political Science 151 or permission of the instructor.

214. Modern Ideologies.

Fall, Spring. Credits: 3.

A selected survey and analysis of ideas and systems of thought that have shaped the modern world. Topics include the evolution of liberalism and conservatism, the origins and development of communism, contemporary controversies over justice and economic distribution, morality and law, and feminism.

216. Introduction to the Philosophy of Law.

Fall, Spring. Credits: 3.

A selective survey of perennial issues in the theory and practice of law. Standard topics include: philosophical assumptions of criminal liability and moral responsibility; excusing crime; the purpose of punishment; the relation of reason and passion in the concept of provocation; the insanity defense; the intersection of race, gender and the law; legal ethics; discretion and the rule of law.

230. Black Political Thought.

Spring. Credits: 3.

A critical analysis of a variety of political goals, strategies, and tactics espoused in the 20th century. Views of Booker T. Washington, Marcus Garvey, W.E.B. DuBois, Martin Luther King, Jr., and Malcolm X are among those normally considered.

Prerequisite: Political Science 151 or permission of the instructor.

241. Parties and Interest Groups in American Politics.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

An examination of the theory and practice, historical and contemporary, of political parties and interest groups in elections and policy-making. Specific topics will include: parties and representation, critical elections, parties in Congressional and Presidential politics.

Prerequisite: Political Science 151 or permission of the instructor.

245. Southern Politics.

Fall, Spring. Credits: 3

An examination of politics in the American South, with special attention to political parties and elections. Politics at the state level is considered, along with the place of the South in the national political arena.

Prerequisite: Political Science 151 or permission of the instructor.

255. Criminal Justice.

Spring. Credits: 3.

Degree Requirements: Social Science.

The study of criminal justice in urban areas, practices and purposes of enforcement agencies and courts, arrest, preliminary hearing, bail, jury, prosecution, trials, plea bargaining, sentencing, corrections, and probation. Justice in theory and practice.

Prerequisite: Political Science 151 or permission of the instructor.

262. Trial Procedure.

Fall. Credits: 3.

Students study and practice trial procedure. Topics include opening statements, direct examination, cross examination, closing statements, objections, and preparing a witness.

Prerequisite: Sophomore status or permission of the instructor.

270. Research Methods.

Fall. Credits: 3.

Degree Requirements: Social Science.

An examination of the various research methods used in the study of American politics. Focus will be on quantitative methods of inquiry, but qualitative research techniques will also be studied.

Prerequisite: Political Science 151.

280. Topics in American Politics and Institutions.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science

An examination of some aspect of American politics and institutions of government. Topics might include: the judiciary, state and local government, intergovernmental relations, American political development, the legislative process, campaign finance. Prerequisite: 151 or permission of the instructor.

Prerequisite: Political Science 151 or permission of the instructor.

282: Topics in Urban Politics.

Prerequisite: Political Science 151 or permission of the instructor.

284: Topics in Public Policy.

Prerequisite: Political Science 151 or permission of the instructor.

286: Topics in Political Thought and Philosophy.

Prerequisite: Political Science 212 or 214 or permission of the instructor.

288: Topics in Public Law.

Prerequisite: Political Science 151 or permission of the instructor.

301, 302. Constitutional Law and Politics.

Fall, Spring. Credits: 3,3.

Degree Requirements: Social Science.

An examination of the federal judicial process and American constitutional principles. Constitutional topics include the free speech, church-state relations, abortion, euthanasia, and rights of the accused.

Prerequisites: Political Science 151 and one 200 level course.

307. Topics in Public Law.

Fall, Spring. Credits: 3.

An examination of some aspect of law and the judicial branch. Topics might include: the 1st Amendment, the 14th Amendment, state and local law, legal reform, and administrative law.

Prerequisites: Political Science 151 and one 200 level course.

311. Classical Political Philosophy.

Fall, Spring. Credits: 3.

A consideration of fundamental questions of political philosophy will be explored through careful examination of selected writings of Plato, Aristotle, and others including: What is the human good? How is politics related to human nature or, what does it mean to be a "political animal"? Are the good person and good citizen identical?

Prerequisite: One 200 level course.

314. Modern Political Philosophy.

Fall, Spring. Credits: 3.

An examination of selected themes in the tradition of Western political thought from Machiavelli to Nietzsche including: foundations of liberalism in natural rights and social contract theories, contrasting arguments for self-interest and republican virtue, freedom and order, authority and revolution.

Prerequisite: One 200 level course.

316. Urban Policy.

Fall. Credits: 3.

Degree Requirements: Social Science.

Problems and processes of policy formation in the urban system; discussion of substantive policy areas such as housing and community development.

Prerequisite: Political Science 270 and one additional 200 level course.

320. Urban Programs.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

Examination of programs and policies that address urban problems; with an opportunity to explore the inner workings and outcomes of effective programs that have social, environmental, and downtown emphases.

Prerequisite: Political Science 270 and one additional 200 level course.

330. Campaigns and Elections.

Fall. Credits: 3.

Degree Requirements: Social Science.

This course examines the role and impact of campaigns and elections in American politics. We will explore how political scientists study electoral politics and whether their results accurately capture the complicated reality of candidate and voter behavior. Can political science help us intelligently reform the way we select our political leaders? Specific topics include: campaign finance, strategy, communications, and the various roles of political parties, interest groups, the media, political consultants, and voters.

Prerequisite: Political Science 270 and one additional 200 level course.

340. The American Presidency.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

An exploration of the constitutional, historical and political aspects of the presidency. Specific topics include the selection of the President, presidential leadership, personality, relations with Congress and the Supreme Court, and the Vice Presidency.

Prerequisite: Political Science 270 and one additional 200 level course.

360. Congress and the Political Process.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

Congressional organization, the legislative process, relations with the executive branch, the electoral process and representation.

Prerequisite: Political Science 270 and one additional 200 level course.

401. Seminar in American Politics and Institutions.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

An investigation of an important subject area within the discipline of political science. Topics might include constitutional controversies, the legislative process, political behavior, campaign design and strategy.

Prerequisite: One 300 level course.

411. Seminar in Contemporary Political Philosophy.

Fall, Spring. Credits: 3.

An advanced seminar devoted to controversies or recent developments in contemporary political philosophy. Topics may include: theories of freedom, justice, rights, egalitarianism, multiculturalism, communitarianism, and religion.

Prerequisite: One 300 level course.

440. Seminar in the Constitutional Convention.

Spring. Credits: 3.

Degree Requirements: Social Science.

An analysis of the Constitutional Convention of 1787 as a political event with philosophical underpinnings. Special topics include the political environment, the major actors and controversies, the ratification debates, and continuing issues of constitutional reform.

Prerequisites: One 300 level course.

450. Washington Semester.

Fall, Spring. Credits: 16.

A semester long study of national government at American University in Washington, D.C., involving seminars, an internship and a research project. Since special financial arrangements are required for this program, students may not apply Rhodes financial aid or Rhodes scholarship funds to the cost of attendance at American University. Twelve of the credits can be counted as elective credits towards a major in Political Science

Prerequisites: Consent of Director and special financial arrangements with the College.

455. Capitol Semester.

Fall, Spring. Credits: 12.

A semester long study of American constitutional government, public policy, and political economy run by the Fund for American Studies at Georgetown University. The program curriculum includes a course on theories of constitutional interpretation, a course on public policy and economics, an internship, and an internship seminar. All 12 credits count as elective Political Science credits.

Prerequisites: Economics 101 or an equivalent course and consent of the director.

460. Public Affairs Internship.

Fall, Spring. Credits: 3.

Degree Requirements: F11.

A directed internship with a selected legal, governmental or community agency. The course integrates traditional academic work in Political Science with practical internship experiences. All internships are assigned through the Department of Political Science Internship Director; and the course can be taken only once for credit.

Prerequisites: Two courses beyond Political Science 151 and consent of the instructor.

485. Senior Seminar in Political Science.

Fall, Spring. Credits: 3.

An advanced investigation of critical political problems and/or contemporary perspectives on American democracy.

495-496. Honors Tutorial.

Fall, Spring. Credits: 6-6.

An advanced tutorial, individually tailored to each honor student. It involves the preparation of a major independent research project.

PSYCHOLOGY

PROFESSORS

Mark V. Smith. 2001. Distinguished Service Professor. Director of the Education Program. B.S., University of Tennessee at Martin; M.Ed. and Ed.D., University of Memphis. (Teacher education, education program evaluation.)

Marsha D. Walton. 1979. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Developmental; narrative and social interaction; psychology of women.)

ASSOCIATE PROFESSORS

Bette J. Ackerman. 1987. B.A., Eckerd College; M.A. and Ph.D., University of Florida. (Program evaluation; health psychology; social theories of self.)

Anita A. Davis. 1996. B.A., Rhodes College; M.A. and Ph.D., University of Illinois at Urbana-Champaign. (Clinical; community; interventions with minority populations; adolescent motherhood.)

Natalie K. Person. 1994. B.A., University of Mississippi; M.S. and Ph.D., University of Memphis. (Cognitive; language and learning technologies; educational psychology.)

Robert J. Strandburg. 1988. Associate Dean for Undergraduate Research and Service. B.A., Amherst College; M.A. and Ph.D., University of California at Los Angeles. (Physiological; cognition and perception; psychopathology.)

Christopher G. Wetzel. 1982. Chair. B.A., M.A., and Ph.D., University of North Carolina, Chapel Hill. (Social; social cognition; prejudice)

ASSISTANT PROFESSORS

Steven A. Lloyd. 2004. B.S., University of Georgia; M.S., University of Memphis. Ph.D. University of Tennessee at Memphis. (Neuroscience; neurodevelopment; drug addiction.)

Janet Panter. 2005. B.A., College of William and Mary; M.A. and Ph.D., University of Memphis. (School psychology).

L. Charles Lemond. 1974. Director of Information Technology Services. B.A., Rhodes College; M.A. and Ph.D., Vanderbilt University.

STAFF

Tina S. Benton. Departmental Assistant.

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY

A total of 11 courses or forty-four (44) credits as follows:

1. Psychology 150 to be taken as early as possible in the student's course of study.
2. Psychology 200 to be taken as early as possible in the student's course of study.
3. Psychology 211.
4. One advanced method course from among Psychology 350 - 353.
5. Three content areas courses from: Psychology 216, 220, 225, 229, 311, 318, 323, 326, and 327.
6. One course designated as writing intensive in psychology
7. One course applying psychology which may be an internship(460), a service-learning course, 229, 326, 338, 351 or a course in education that is not cross-listed in psychology.
7. Psychology 485 to be taken during the senior year.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

A total of 6 courses or twenty (24) credits as follows:

1. Psychology 150.
2. Psychology 200.
3. Four additional psychology courses to be chosen in consultation with a departmental advisor and to be approved by the department chair. These will be selected to coordinate with the student's major and career aspirations, and will normally include at least one 300- or 400-level courses.

HONORS IN PSYCHOLOGY

Members of the faculty of the Department of Psychology encourage students of exceptional academic accomplishment to pursue research with a departmental faculty sponsor that is of an in-depth, rigorous nature; this work will introduce the student to the quality of research one would normally experience in a graduate program. Because the level of involvement of the student and his or her faculty sponsor will be greater in Honors research than that in either a Tutorial or Directed Inquiry, the faculty of the Department of Psychology have established rules for student admission to and conduct in the Departmental Honors Program. The policies are described on the department website and in the Major's Handbook.

COURSE OFFERINGS**105. Special Topics in Psychology.**

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

This course is designed for the non-psychology major and will examine a different general-interest topic each time it is taught. Students will be exposed to the five major theoretical perspectives and to research methods as they pertain to a thematic topic such as 'close relationships', 'psychology of the self', 'drugs, brain, and behavior', etc.

150. Foundational Issues in Psychology.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

Students will focus on major themes that underlie and define the discipline of psychology. The aim of this course is to foster an appreciation of the role of scientific reasoning in refining our common sense notions about human behavior and experience. Students will be introduced to the major theoretical perspectives and to the basic principles of psychological methods.

200. Research Methods and Statistics.

Fall, Spring. Credits: 3.

Students will be taught critical thinking and scientific reasoning skills. Topics include: philosophy of science and the scientific method, measurement theory (reliability and validity), the basics of research design (control variables, rival hypotheses, and confoundings), and elementary statistical analysis.

Prerequisites: Psychology 150 or permission of instructor.

211. Statistical Methods.

Fall, Spring. Credits: 3.

Statistical methods are an integral part of social sciences, particularly psychology, as they provide the tools that are needed to reveal patterns in complex behavior. Students will develop an appreciation of the role of statistics and

knowledge of the major tests that demonstrate differences and relationships.

Prerequisites: Psychology 150 and Psychology 200 or permission of the instructor.

216. Perception.

Spring. Credits: 3.

A survey of theories and research concerning sensation and perception focusing on how we construct an internal representation of the external world from the evidence of our senses.

Prerequisites: Psychology 150 or permission of the instructor.

220. Psychology of Health.

Spring. Credits: 3.

Degree Requirements: Social Science.

The knowledge base and methodology of psychology will be applied to an understanding of health and illness. Topics to be covered will include risk factors, behaviors impacting specific illnesses, health delivery systems, and health maintenance.

Prerequisites: Psychology 150 or permission of the instructor.

222. Educational Psychology.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

A study of thoughts and actions as they relate to how we teach and learn, particularly in school settings. Emphasis will be placed on the use of theory to guide practical instruction and the use of assessment to determine instructional effectiveness. Cognitive processes, individual differences, strategies for instruction, motivation, critical thinking, and self-regulation of learning will be stressed.

Prerequisites: Psychology 150 or Education 201 or permission of instructor.

224. Psychological Disorders.

Spring. Credits: 3.

Degree Requirements: Social Science.

The phenomenology, etiology, and treatment of the major forms of psychological disorders, including schizophrenia, mood disorders, anxiety disorders, and personality disorders. We will evaluate theories and research concerning these disorders from psychobiological, behavioral, cognitive, sociocultural, and psychodynamic perspectives.

Prerequisites: Psychology 150 or permission of the instructor.

225. Personality Psychology.

Spring. Credits: 3.

Degree Requirements: Social Science.

Major theoretical approaches to understanding personality are presented and evaluated. This course contains both conceptual and experiential components.

Prerequisites: Psychology 150 or permission of the instructor.

229. Developmental Psychology: Infancy and Childhood.

Fall. Credits: 3.

Degree Requirements: Social Science.

A study of developmental principles, focusing on research relevant to prenatal development, infancy, and childhood. Theories of emotional, cognitive, and

personality development will be examined. Students will consider the implications of developmental research for social and educational policy that affects the welfare of children. There is a 10-hour service-learning requirement and counts as an applied psychology course.

Prerequisites: Psychology 150, Psychology 200 or Education 210, or permission of the instructor.

230. Adolescent Development.

Spring. Credits: 3.

Degree Requirements: Social Science.

Theories and research on adolescent development will be applied to educational and social policy issues pertaining to adolescents in today's world.

Prerequisites: Psychology 150 or Education 201 or permission of instructor.

232. Psychology of Women.

Fall. Credits: 3.

Degree Requirements: Social Science.

This course is designed for students in other disciplines as well as Psychology. It is a survey of theory and research on women's experience and will address such topics as personality development, female sexuality, psychological aspects of reproductive functions, moral development and gender roles.

Prerequisites: Junior or Senior status and Psychology 150 or Women's Studies 201.

306. Language and Communication.

Spring. Credits: 3.

Degree Requirements: Social Science.

A discussion of recent theory and research on human language. Topics to be covered include language development, the relationship between language and thought, and the relationship between language and culture. Students will collect observational data and develop discourse analysis skills.

Prerequisites: Psychology 150 and junior or senior standing or permission of the instructor. Non-psychology majors with a special interest in language or theatre are welcomed in this course.

309. Judgment and Decision Making.

Fall. Credits: 3.

Degree Requirements: Social Science.

An examination of how people make judgments about themselves and others, attribute causation to human behavior, and make judgments or decisions about courses of action. (Course offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Psychology 211 or Math 111 or Economics 290 or permission of instructor.

311. Counseling Psychology.

Fall, Spring. Credits: 3.

Degree Requirements: Social Science.

A survey of the major theoretical orientations and current practices of counseling and psychotherapy. Elementary helping and listening skills will be practiced.

Prerequisites: Psychology 150 and Junior or Senior standing, or permission of the instructor.

318. Physiological Psychology.

Fall. Credits: 3.

Degree Requirements: Social Science.

This course illustrates how psychological processes can be understood as an expression of brain activity. Topics include perception, learning, motivation, language, consciousness and psychopathology.

Prerequisites: Psychology 150 or permission of the instructor.

323. Social Psychology.

Spring. Credits: 3.

Degree Requirements: Social Science.

Study of social behavior, including such topics as interpersonal attraction, altruism, aggression, conformity, group dynamics, leadership, intergroup conflict and negotiation, attitude change, person perception, and the social aspects of environmental and health psychology.

Prerequisites: Psychology 150 and either Psychology 200, Math 111, Economics 290, or permission of instructor.

326. Learning and Memory.

Fall. Credits: 4.

Degree Requirements: Social Science.

This course will begin with an examination of behavioral theories of learning. Then, after a brief discussion of attention and perception, we will consider the role of mental representation in learning focusing on the formation and retrieval of memories. Counts as an applied psychology course.

Prerequisites: Psychology 150 and 211 or permission of instructor.

327. Cognitive Processes.

Spring. Credits: 3.

Degree Requirements: Social Science.

This course will provide a comprehensive account of recent cognitive theory and research on thinking and problem solving. Some of the topics that will be covered include language acquisition, inductive and deductive reasoning, problem solving, decision making, and text comprehension.

Prerequisites: Psychology 150 and 211, or permission of the instructor.

338. Psychological Assessment.

Spring. Credits: 3.

Degree Requirements: Social Science.

Psychometric principles of test construction and issues of reliability and validity of contemporary psychological tests will be covered. Students will learn accepted practices and critical issues in the administration and interpretation of psychological tests. Counts as an applied psychology course.

Prerequisites: Psychology 211 or permission of the instructor.

350. Advanced Topics in Research Methods: Randomized Experiments.

Spring or Fall. Credits: 4.

Students will conduct a laboratory or field research experiment on human participants.

Prerequisites: Psychology 211 and permission of instructor.

351. Advanced Topics in Research Methods: Community/ Program Evaluation.

Spring or Fall. Credits: 4.

Students will gain experience in program evaluation, Community psychology, and with the design and collection of survey data. Counts as an applied psychology course.

Prerequisites: Psychology 211 and permission of instructor.

352. Advanced Topics in Research Methods: Observational/Qualitative.

Spring or Fall. Credits: 4.

Students will collect and/or analyze qualitative and/or observational research data.

Prerequisites: Psychology 211 and permission of instructor.

353. Advanced Topics in Research Methods: Psychophysiology.

Spring. Credits: 4.

Students will gain practical experience recording and analyzing human brain activity and bodily responses.

Prerequisites: Psychology 211, 318 and permission of the instructor.

399. Junior Seminar.

Spring. Credits: 1.

A survey of contemporary research on selected topics, to be taken in preparation for honors research. Open only to junior psychology majors.

Prerequisites: permission of a faculty member who agrees to supervise the project.

408. Advanced Topics in Psychology.

Fall, Spring. Credits: 2-4.

An issue of current interest and importance in psychology will be explored in depth. Topics will be announced each time the course is offered.

Prerequisites: permission of instructor.

460. Internship in Psychology.

Fall, Spring. Credits: 3-6.

Supervised experience in applying psychological knowledge and principles in a real-world setting. Students prepare a research paper or a literature review on a topic related to the internship, work on a project with the off-campus supervisor, and keep a daily journal.

Prerequisites: Psychology 211 plus specific courses relevant to the internship project. Permission of the instructor and an off-campus supervisor is required.

485. Senior Seminar.

Fall, Spring. Credits: 3.

Psychology majors are required to enroll in Senior Seminar during the senior year. Senior seminar is intended to be a capstone experience in Psychology, requiring both oral and written work.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6.

Maximum of 12 hours credit. For students accepted into the honors program of the department to do independent research.

RELIGIOUS STUDIES

PROFESSORS

Steven L. McKenzie. 1983. The Albert Bruce Curry Professor of Religious Studies. B.A. and M.Div., Abilene Christian University; Th.D., Harvard University. (Old Testament, Hebrew.)

Gail P. C. Streete. 1990. The W. J. Millard Professor of Religious Studies. B.A., M.A., and M.L.S., State University of New York at Buffalo; M.Phil. and Ph.D., Drew University. (Biblical studies, classics, women and religion, ascetical theology.)

ASSOCIATE PROFESSORS

Stephen R. Haynes. 1989. B.A., Vanderbilt University; M.A., Florida State University; M.Div., Columbia Theological Seminary; Ph.D., Emory University. (Holocaust studies, religion and politics, religion and literature, religion and education.)

Luther D. Ivory. 1997. B.A., University of Tennessee; M.S., University of Arkansas; D.Min., Union Theological Seminary; Ph.D., Emory University. (African-American religion and ethics, civil rights movement.)

John C. Kaltner. 1996. B.A., State University of New York at Oswego; M.A., Maryknoll School of Theology; S.S.L., Pontifical Biblical Institute; Ph.D., Drew University. (Biblical studies, Islam.)

Mark W. Muesse. 1988. Chair and Director of the Life: Then and Now program. B.A., Baylor University; M.T.S., A.M., and Ph.D., Harvard University. (Theology, world religions.)

ASSISTANT PROFESSORS

Thomas Bremer. 2001. B.A., The Ohio State University; M.A., Ph.D., Princeton University. (History of religion in America.)

Ryan Byrne. 2003. B.A., University of Redlands; M.A., Ph.D., The Johns Hopkins University (Hebrew Bible, ancient Israel, archaeology, Semitic languages and cultures).

Patrick Gray. 2002. B.A., Oglethorpe University; M.T.S., Candler School of Theology; Ph.D., Emory University. (New Testament, early Jewish-Christian relations, Greco-Roman moral philosophy).

Bernadette McNary-Zak. 1999. B.A., University of Rochester; M.A., Catholic University of America; Ph.D., University of Toronto. (Early Christianity, Gnostic and Hellenistic thought, asceticism, Catholic studies.)

Milton C. Moreland. 2003. B.A., University of Memphis; M.A., Ph.D., Claremont Graduate University (archaeology, New Testament, Christian origins, historiography).

Michelle V. Roberts. 2006. B.A., Calvin College; M.T.S. and Ph.D., Emory University. (Theology).

PART-TIME FACULTY

Harry K. Danziger. B.A., University of Cincinnati; M.A. and Ordination, Hebrew Union College, Jewish Institute of Religion. (Judaism.) Supported in part by the Jewish Chautauqua Society.

R. Craig Jordan. B.A., Greensboro College; M.Div. and D. Min., Vanderbilt University; M.S., University of Memphis. (Pastoral care and counseling, bioethics, death and dying.)

STAFF

Karen M. Winterton. Departmental Assistant.

REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES

A total of thirty-six (36) credits as follows:

1. Religious Studies 101 and 102. (Humanities 101-102 may substitute for Religious Studies 101; Humanities 201-202 [Religion track] may substitute for Religious Studies 102 plus an elective.)
 2. Religious Studies 255 and 256, preferably in sequence.
 3. One 200-level course in biblical studies. (Religious Studies 270-286.)
 4. One 200-level course in theology and ethics. (Religious Studies 211-233.)
 5. Three elective courses in any area in Religious Studies.
 6. Two 300-level courses, at least one of which must be taken before the senior year.
 7. Religious Studies 485.
- The Internship (460) may not count toward the religious studies major.

REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES

A total of twenty-one (21) credits as follows:

1. Religious Studies 101 and 102. (Humanities 101-102 may substitute for Religious Studies 101; Humanities 201-202 [Religion track] may substitute for Religious Studies 102 plus an elective in theology and ethics.)
2. Four 200-level courses, at least one from each area of religious studies (biblical studies, theology and ethics, history of religions.)
3. One 300-level seminar in any area.

The Religious Studies internship (460) may not count toward the Religious Studies minor.

RECOMMENDED COURSES

Greek 101-102 and Hebrew 101-102 are recommended for students interested in advanced work in New Testament and Hebrew Bible studies, respectively, and for students considering seminary. Students interested in theology will benefit from taking courses in Philosophy.

HONORS IN RELIGIOUS STUDIES

The Honors Program in Religious Studies is established by consultation between the student and the department. In addition to the courses required for a major, the honors program requires the one-hour junior honors tutorial, Religious Studies 399, and the senior honors tutorials, Religious Studies 495-496, in which the student will be guided in the research and writing of an honors paper.

COURSE OFFERINGS

FOUNDATIONAL COURSES

101. The Bible: Texts and Contexts

Fall. Credits: 4.

Degree Requirements: Life Then and Now, F1.

The first in a two-course sequence that introduces the "Life" curriculum, this course focuses on introducing students to the academic study of the Bible. Students will survey representative texts from each genre of biblical writing in the Old Testament/Hebrew Bible and the New Testament. Particular attention will be paid to understanding the role of historical and cultural context in shaping biblical views on theological issues (God, sin and evil, Jesus' significance, e.g.).

Religious Studies 101 is a prerequisite for 200-level courses in biblical studies. Humanities 101-102 can substitute for Religious Studies 101.

102. The Bible: Texts and Contexts

Spring. Credits: 4.

Degree Requirements: Life Then and Now, F1.

This course continues the introduction to the Life sequence begun in Religious Studies 101 by examining the development of central themes in the Christian theological traditions. The course begins with classical figures from the early and medieval periods, and follows the impact of modernity on Christian thought. The course concludes with major theological developments in the 20th and 21st centuries, including the advent of the comparative study of religion. Religious Studies 102 is a prerequisite for upper level courses in theology, ethics, and history of religions. Students who have not had Religious Studies 102 may take these courses with the permission of the instructor.

BIBLICAL STUDIES

260. Archaeology and the Biblical World.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

A detailed study of the major archaeological finds from the biblical period and their impact on biblical interpretation. The course uses the material evidence of archaeology to reconstruct ancient life, customs, and cultural influences in the biblical lands and then compares this portrait with those presented in the biblical texts. Depending upon the expertise of the instructor, the course may focus on lands and finds associated with the Hebrew Bible/Old Testament or those associated with the New Testament. Familiarity with general biblical history is presumed.

265. Archaeology and the Biblical World: Field Work.

Summer. Credits: 3.

Degree Requirements: Life Then and Now.

Work in the summer at an archaeological site related to biblical history.

Hebrew Bible/Old Testament Studies

270. Introduction to the Hebrew Bible/Old Testament.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

271. Pentateuch.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

272. Historical Literature.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

273. Prophets.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

274. Wisdom Literature/Psalms.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

275. Apocalyptic.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

276-277. Selected Topics in Hebrew Bible/Old Testament.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

280. Introduction to the New Testament.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

281. Synoptic Gospels.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

282. Gospel of John.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

283. Paul's Letters.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

284. The Letter to the Romans.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

285-286. Selected Topics in New Testament.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

THEOLOGY AND ETHICS

211. Contemporary Theology.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

A survey of the major issues and figures in theology in the twentieth and twenty-first centuries. The course focuses on the special challenges to theology posed by the modern world.

220. Topics in Theology.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

An in-depth study of a particular problem, topic, or perspective in modern theology.

232. Social Issues in Ethical and Religious Perspective.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

This course examines selected social issues in theological, ethical and biblical perspective. Topics include Holocaust, Religion and the Bible, Religion and Racism, and Religion and Sexuality.

233. Pain, Suffering, and Death.

Fall. Credits: 3.

Degree Requirements: Life Then and Now.

A seminar that examines critical issues and problems of crisis experience involving pain, suffering, and death using various disciplinary perspectives and pedagogical methods, including interviews with health care professionals. Designed primarily for students considering health or human service vocations (e.g., medical professions, counseling, social work, ministry), but also of interest to others.

HISTORY OF RELIGIONS

210. History of Christian Thought.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

The faith of the earliest New Testament communities will be examined, and developments in biblical theology from the early church onward will be considered.

214. Early Christian Literature.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

A study of selections from the early Greek Fathers, e.g. Clement of Rome, Ignatius of Antioch, and the Epistle of Barnabas, whose writings extend the biblical tradition into the second century CE and mark a formative stage in the development of Christian creed and canon.

251. Religion in America.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

A historical analysis of American religion, examining the diversity of religions in America through the study of selected beliefs, practices, and institutions.

253. Judaism.

Spring. Credits: 3.

Degree Requirements: Life Then and Now.

A survey of the history of Judaism, its formative experiences and its sources of tradition, its distinctive ideas and values, and what it means to be a Jew in today's world.

255. Living Religions in Today's World.

Fall. Credits: 3.

Degree Requirements: Life Then and Now.

A survey of the major living religions in today's world. The course will consider both the rise of the classic traditions and the shape that their followers are giving them today. Religions to be considered include Hinduism, Buddhism, Chinese religion, Japanese religion, and Islam.

256. Methods and Theories of the Study of Religion.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

An introduction to the phenomenological, sociological, anthropological, and psychological approaches to the academic study of religions. This course reviews the methodologies and theories of foundational thinkers in the modern study of religions. Students learn to apply the ideas of these theorists in field studies of local religious phenomena.

258. Topics in the History of Religions.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

An exploration of a specific tradition or subject in the history of religions. Subjects include Islam, African-American Religion, Women in American Religion, and Women in World Religions.

259. Topics in the History of Christianity.

Fall, Spring. Credits: 3.

Degree Requirements: Life Then and Now.

This course will consider selected aspects in the Common Era history of communities of biblical faith and practice. Topics include Catholicism and Reformation.

ADVANCED STUDIES AND SEMINARS

Courses in Religious Studies at the 300 level and above are not part of the "Life" curriculum and cannot count for "Life" credit.

300-301. Selected Topics in Biblical Studies, Theology, and the History of Religions.

Fall, Spring. Credits: 1-3.

Degree Requirements: None.

Open to majors and minors only, except with permission of the instructor.

399. Junior Honors Tutorial.

Spring. Credits: 1.

Open to junior majors by permission of instructor only.

451-452. Research in Religious Studies.

Fall, Spring. Credits: 1-3.

This course involves advanced students in religious studies in collaborative work with faculty on original research projects. Prerequisites: Permission of the instructor.

460. Internship.

Fall, Spring. Credits: 1-3.

A supervised learning experience in the community outside the college, e.g., correctional institutions, churches, hospitals, social agencies. The program of field work will be devised by the student and faculty advisor and approved by the chairperson of the department. In collaboration with Methodist Healthcare, the Nancy Hughes Morgan Program in Hospital Chaplaincy offers an internship each spring semester designed for students considering health or human service vocations (e.g., medical professions, counseling, social work, and ministry).

485. Senior Seminar: Senior Paper.

Spring. Credits: 3.

The seminar culminates in the senior paper, a major research project reflecting a semester-long engagement with a significant topic for religious studies.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6.

Prerequisites: Permission of department only.

THEATRE

PROFESSOR

Julia Ewing. 1976. Chair. Artistic Director, McCoy Theatre. B.A., Siena College; M.A., University of Memphis. (Acting; directing; stage movement.)

ASSOCIATE PROFESSOR

David Jilg. 1994. B.A., Rhodes College; M.F.A., Tulane University. (Production design, costume design.)

ASSISTANT PROFESSORS

Laura Canon. 1994. Technical Director and Production Manager, McCoy Theatre. B.A., Rhodes College; M.F.A., University of Memphis. (Lighting design, scene design.)

David Mason. 2004. B.A., Brigham Young University; M.A., Ph.D., University of Wisconsin, Madison. (Theatre history, theory, dramatic literature.)

MANAGING DIRECTOR, MCCOY THEATRE

Kevin Collier. 2006. B.A., Rhodes College.

The Department of Theatre offers a wide array of courses of instruction designed to develop students' theoretical as well as practical skills. The departmental facility, the McCoy Theatre, is a sixty by sixty black box theatre capable of being arranged in a variety of configurations. The 2003-04 season included *The Laramie Project*, *Equus*, and *Big Love*. In the spring of 2005, Rhodes and The University of Memphis collaborated on a production of *Metamorphoses* and for 2005-06 the season consisted of *The Tempest*, *Tongue of a Bird*, and *Ubu Roi*.

REQUIREMENTS FOR A MAJOR IN THEATRE

A total of thirty-six (36) credits as follows:

1. Theatre 120 or Theatre 122
2. Theatre 220
3. Theatre 280
4. Theatre 370
5. Theatre 485
6. One Theatre Literature course, external with approval
7. Two design courses
8. Two performance courses
9. Two practical experiences (applied credits)

REQUIREMENTS FOR A MINOR IN THEATRE

A total of twenty-one (21) credits as follows:

1. Theatre 120 or Theatre 122
2. Theatre 220
3. Theatre 280
4. Theatre 370
5. One Theatre Literature course, external with approval
6. One design course
7. One performance course

COURSE OFFERINGS

100. Theatre Arts.

Fall, Spring. Credits: 4.

Degree Requirements: Fine Arts, F5.

The course will focus on the various aspects of theatre such as design, performance, text analysis and production. This course is designed to give students knowledge of and experience with the fundamental arts of theatre. Normally not open to seniors

120. Acting I.

Fall, Spring. Credits: 4.

Degree Requirements: Fine Arts, F5.

Designed for the beginning student, this course offers an introduction to basic script analysis with a concentration on relationships between characters, their goals and obstacles. Improvisations as well as scripted scenes will be utilized. The course is primarily for actors.

122. Introduction to Design.

Fall or Spring. Credits: 4.

Degree Requirements: Fine Arts, F5.

An exploration of the creative process and the principles and tools of design as they apply to theatrical production. Emphasis will be on script analysis, graphic techniques, and trends in theatrical design through research, practical exercises, and projects. (This course is offered once every year.)

200. Theatre Arts in Performance.

Fall. Credits: 4.

Degree Requirements: Fine Arts.

This course expands on elements of theatre explored in Theatre 100 and 120. A published script is utilized for study throughout the term and is produced and performed by the class at the end of the term.

Prerequisites: Theatre 100 and/or 120, or permission of instructor.

220. Theatre Production.

Fall, Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course provides an introduction to the basics of technical theatre, with emphasis on standard scenic elements and lighting mechanics. A significant practical laboratory gives students hands-on experience. Open to first year students by permission of instructor.

221. Acting II.

Credits: 4.

Degree Requirements: Fine Arts.

This course is designed for a more intensive study of acting. Various theories and exercises will be explored and applied to scene study. (Offered in alternate years; scheduled for 2007-2008.)

Prerequisites: An audition is required for admission, or permission of instructor.

254. Children's Literature, From Page to Stage.

Fall. Credits: 4.

Degree Requirements: Fine Arts, F5.

There is storytelling and there is playmaking. Each is a separate art form yet

each is very useful in the primary grades. The goal of this class is to create plays from children's stories that stimulate imagination, instill a love of language, improve listening skills, and improve language skills. Once the play has been created, the class will perform in local city schools. (Offered alternate years; scheduled for 2007-2008.)

270. Introduction to Asian Theatre.

Fall. Credits: 4

Degree Requirement: Fine Arts, F9.

This course offers an introductory look at a variety of performance forms which have developed in India, China, Japan, and Southeast Asia. The course will situate these traditions within their respective cultural and historical circumstances, and indicate their relevance on the world stage. The course will address other issues such as Orientalism, cultural piracy, and authenticity, as they arise in the context of Asian and intercultural performance. (Offered in alternate years; scheduled for 2007-2008.)

280. Theatre History I.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

A survey of theatre topics from 1500, BCE, to 1750, CE, including topics of European, American, and Asian theatre. The course includes study of selected plays, architectural developments, actors and acting, and the various relationships between theatre and politics, religion, philosophy, and culture. Course requires extensive reading and significant writing. (Offered in alternate years; scheduled for 2007-2008.)

281. Theatre History II.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

A continuation of Theatre 280, this course examines theatre from 1750, CE, to the present, giving special emphasis to theatre in the 20th Century. The course includes study of selected plays, architectural developments, actors and acting, and the various relationships between theatre and politics, religion, philosophy, and culture. Course requires extensive reading and significant writing. (Offered in alternate years; scheduled for 2006-2007.)

310. Stage Direction.

Fall. Credits: 4.

Degree Requirements: Fine Arts.

Designed as an introduction to stage direction; the emphasis will be on the analysis of play scripts and the translation of that analysis into dramatic action.

Prerequisites: Theatre 120, 220, 280, and/or permission of instructor. (Offered in alternate years; scheduled for 2006-2007.)

331. Movement and the Text.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

The actor's instrument is the self. That includes the mind, the body, the voice and the heart. The goal of this class is to exercise the whole person in relation to the text of plays and the life of characters. (Offered in alternate years; scheduled for 2006-2007.)

Prerequisites: Any 100 or 200 level Theatre course, or permission of instructor.

334. Costume Design.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

This course explores the creative process and the principles and tools of design as they apply to costume design. Emphasis will be on script analysis, period research and rendering techniques, utilizing classroom discussion, design evaluation, practical exercises and projects. (Offered alternate years; scheduled for 2006-2007.)

Prerequisites: Theatre 122 and/or permission of instructor.

340. Set Design.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

The process of scene design, from inception of an idea to completion of a documentation package, will be the focus of this course. (Offered in alternate years; scheduled for 2007-2008.)

Prerequisites: Theatre 220 and/or permission of the instructor.

352. Lighting Design.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

An exploration of lighting design and documentation through small class projects designed to help develop each student's ability to make appropriate design choices. (Offered alternate years; scheduled for 2006-2007.)

Prerequisites: Theatre 220 and permission of instructor.

360. Introduction to Theatre in India.

Spring. Credits: 4.

Degree Requirement: Fine Arts, F9.

This course is an introduction to forms of theatrical performance in India, particularly those which exist as religious or devotional practices. The material of the course includes Vedic and epic literature, classical Sanskrit drama, and a variety of contemporary forms such as *kathakali* and *rasli*. The course is designed for students in various disciplines, and assumes no significant prior knowledge either of South Asian culture or of performance theory. (Offered in alternate years; scheduled for 2007-2008.)

365. Special Topics in Theatre.

Fall, Spring. Credits: 4.

Degree Requirements: Fine Arts.

Focused and intensive study of various aspects of theatre arts not covered in existing courses. Topics vary with instructor. The course is repeatable for credit with different topics.

Prerequisites: Will vary with topic.

370. Theory.

Fall. Credits: 4.

A focused examination of concepts of theatre and ideas about theatrical practice. Although the course concentrates on historically European and American theory, significant portions of the course examine dramatic theory developed in Asian cultures. The course aims to situate theatrical practices as expressions of specific cultural discourse. The course requires extensive reading and writing.

380. Theatre in the 20th Century.

Spring. Credits: 4.

Degree Requirements: Fine Arts.

Through rotating semester topics this course explores theatre work which is significant to the particular circumstances of the 20th Century. Semester topics include Drama in the U.S., Postcolonial Theatre, Modernism, Postmodernism, and Performance Art. The course concentrates on dramatic literature and requires extensive reading. (Offered alternate years; scheduled for 2006-2007.)

399. Pre-Honors Tutorial.

Spring. Credits: 1.

Junior Theatre majors contemplating honors are required to enroll in a preparatory tutorial. Enrollment in this course does not guarantee acceptance into the Honors Program.

485. Senior Seminar.

Fall. Credits: 4.

Examination, exploration and discussion of both the art and business of theatre. Selected readings as well as portfolio review will be a part of the experience.

486. Senior Project.

Spring. Credits: 1.

Seniors will meet with the faculty to design and develop a project that will consist of both a written and performance component. The project will be presented during the second term.

495-496. Honors Tutorial.

Fall, Spring. Credits: 3-6.

APPLIED STUDIES**129. Applied Acting.**

Fall, Spring. Credits: 1-4.

Actual stage experience in one of the three subscription series productions ranging from minor to major roles. Investigation into character, period and author will be included. 46 hours of work will be required for each hour of academic credit.

Prerequisites: Permission of instructor (director).

139. Applied Acting: Audition Preparation.

Fall, Spring. Credits: 1-4.

A course designed to prepare students to audition for TTA, SETC, URTA and other established auditions.

Prerequisites: Permission of instructor.

229. Advanced Applied Acting.

Fall, Spring. Credits: 1-4.

Stage experience in a major role.

Prerequisites: Permission of instructor.

329. Dramaturgy.

Fall, Spring. Credits: 1-4.

Work on a production under the supervision of the director in the area of historical and critical analysis of the play.

Prerequisites: Permission of instructor (director).

339. Assistant Director.

Fall, Spring. Credits: 1-4.

Designed for students to do advanced work in directing plays in production.

Prerequisites: Permission of instructor (director).

341. Applied Sets.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of stage settings.

Prerequisites: Permission of instructor.

342. Applied Costume Design.

Fall, Spring. Credits: 1-4.

Degree Requirements: Fine Arts.

Working experience in the design and execution of costumes for productions of the McCoy Theatre or the Theatre Department. Students act as designers or assistant designers.

Prerequisites: Permission of instructor.

343. Applied Sound.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of sound for productions.

Prerequisites: Permission of instructor.

344. Applied Lighting.

Fall, Spring. Credits: 1-4.

Working experience in the design and execution of lighting designs.

Prerequisites: Permission of instructor.

345. Applied Production.

Fall, Spring. Credits: 1-4

Working experience in the various areas of production, including but not limited to Stage Management, Properties Management, Set/Costume/Lighting crews.

Prerequisites: Permission of instructor.

346. Applied Management.

Fall, Spring. Credits: 1-4

Working experience in the areas of public relations, advertising sales, Newsletter publication, house management training, etc.

Prerequisites: Permission of instructor.

460. Internship.

Fall, Spring. Credits: 1-4

Actual working experience in areas of interest may be gained through this course. Work may be on or off campus. Applications for internships must be filed and approved prior to registering for this course.

RHODES STUDY ABROAD PROGRAMS

Rhodes College's commitment to international and cross-cultural study is most powerfully expressed in its programs abroad. In addition to the programs described in the "Opportunities for Study Abroad and Domestic Off-Campus Study" section earlier in this catalogue, there are two programs conducted during the academic year. European Studies is a one semester long program and Aix-en-Provence, France is a semester or year long program conducted in partnership with Vanderbilt University. Credit earned in both of these programs is treated as Rhodes credit.

EUROPEAN STUDIES

European Studies is a seventeen-week program offered jointly by Rhodes and The University of the South (Sewanee) that takes place from mid summer through early fall. It is a full semester of study abroad and offers the unique experience of studying in a variety of locations in Europe in a special and quite different learning environment. The program begins in July with four weeks of study at The University of the South with Rhodes and Sewanee faculty. The students then travel to England where there is a ten day practicum conducted by British tutors at the Universities of York and Durham, followed by six weeks with British instructors at Lincoln College, Oxford. The program closes with five weeks of travel in Western Europe, accompanied by the Dean of the Program and British tutors in Art History.

European Studies offers two academic options. The first track, "Ancient Greece and Rome: The Foundations of Western Civilization," is a survey of the thinking and achievement of Ancient Greece and Rome and their importance to Western Civilization. The second track, "Western Europe in the Middle Ages and the Renaissance," is an integrated and comprehensive cultural portrait of Western Europe in the Middle Ages and the Renaissance. They both provide a highly enjoyable experience of other cultures and other academic methods that enriches study back on the Rhodes campus.

Students in the European Studies program pay their tuition and fees to Rhodes and receive need-based financial aid as granted by Rhodes. Aid is limited to the amount that would be granted in support of a semester's study at Rhodes. The hours are applied directly to degree requirements and are factored into the Rhodes grade point average.

A total of 18 credits is possible for the successful completion of this program. All courses are approved as meeting major or general degree requirements in the appropriate department or division as noted. Since courses are developed annually, some variation in topics may occur from year to year although the departments and general fields of study remain constant.

COURSE OFFERINGS

TRACK ONE. ANCIENT GREECE AND ROME: THE FOUNDATIONS OF WESTERN CIVILIZATION.

Art 836. Greece, the Eastern Aegean, and Italy: The Monuments and Centers of Classical Civilization.

Credits: 3.

Degree Requirements: Fine Arts.

The travel-study portion of Track One includes a month-long tour of the Continent including Athens, Istanbul, Troy, Naples, Rome, the Vatican City, and concludes with a week in London. During the tour, each student keeps a daily

academic journal. Most students will never have thought seriously about art, architecture and city structure before going on this program but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

English 831. Epic Poetry.

Credits: 3.

Degree Requirements: Fine Arts.

Ancient epics were sweeping sagas of gods and heroes, love and battle, with many characters and events. This course introduces the study of epic poetry, focusing on the characteristics that distinguish epic from other types of literature. It begins with the detailed study of *The Iliad* with emphasis on its characteristics as oral poetry and continues with the Roman equivalent, Virgil's *Aeneid*. The comparison of the great heroes, Achilles and Aeneas, demonstrates the origins of the characteristically western struggle between individualism and the obligation to society. Students may not take both English 831 and Rhodes' Greek and Roman Studies 211 for credit.

English 834. Ancient Greek Literature: Greek Lyric Poetry and Drama.

Credits: 3.

Degree Requirements: Humanities.

This course traces the development of Greek poetry from the first personal poems of Archilochus and Sappho to the lyric splendor of the Theban Pindar, then the flowering of drama in fifth-century Athens. Plays of each of the three great classical tragedians, Aeschylus, Sophocles, and Euripides are read, as well as Aristophanes' comedies that extracted humor from subjects surprisingly similar to those that agonized the audiences of tragedy.

History 830. Ancient Greek and Roman History.

Credits: 3.

Degree Requirements: Humanities.

This course explores the politics, culture, and society of the ancient Greek and Roman worlds. The course begins with a study of how the Greek city states, with special reference to Athens, developed in the archaic period, triumphed over their Persian foes and attained the glories of the fifth century, and fought disastrously with one another before becoming subject to Alexander the Great's "world" empire.

The course then traces the transformation of the Roman state from its mythological origins and the regal period, through the Republic, and back to the monarchical system of the Principate. Broad social themes are studied: the ideology of imperialism, some views of the more remote parts of the empire, the role of women, the city of Rome, religion, and imperial propaganda. This course is equivalent to History 211: Ancient Mediterranean Worlds. Students may not take both courses for credit.

Philosophy 833. Classical Philosophy from Homer to Plato.

Credits: 3.

Degree Requirements: Humanities.

The Athenian Plato and his pupil Aristotle, who both wrote in the fourth century BCE, are two of the greatest figures in the history of western philosophy. This course offers a brief overview of the historical development of classical Greek thought from Homer to Plato. Students may not take both Philosophy 833 and

Rhodes' Philosophy 201 for credit.

Philosophy 835. Aristotle, Plato and the Legacy of Ancient Philosophy.

Credits: 3.

Degree Requirements: Humanities.

What can we know? How should we live? These and other connected questions were searchingly examined by Plato and Aristotle, and after them by thinkers of the Epicurean, Stoic, Sceptic, and Neoplatonist schools. The course is designed to provide a critical overview of the evolution of their debate. A closer look is made also at selected extracts from the writings of the philosophers concerned, as well as one complete work, the *Nicomachean Ethics* of Aristotle.

TRACK TWO. WESTERN EUROPE IN THE MIDDLE AGES AND THE RENAISSANCE .

Art 833. Artistic Centers of Western Europe: Their Art and Architecture, Museums and Monuments.

Credits: 3.

Degree Requirements: Fine Arts.

The travel-study portion of Track Two includes a month-long tour of the Continent including Paris, Beaune, Rome, Florence, Venice, Ravenna, Nurnberg, Munich, Bruges, Ghent, and concludes with a week in London. During the tour, each student keeps a daily academic journal. Most students will never have thought seriously about art, architecture and city structure before going on this program, but, by the end of it, each student should have the wherewithal to look at a building or a sculpture and understand its period, its aims, the way it was produced and what the artist intended by it.

Art 843. Western Europe: Middle Ages and the Renaissance.

Credits: 3.

Degree Requirements: Fine Arts.

This course provides a broad-based, chronological survey of the art and architecture of Western Europe in the Middle Ages from the fourth century to the Renaissance. It introduces many of the themes and works of art that are explored further on the Continental tour. Slide lectures trace the general developments of styles throughout the period, set within their historical contexts, as well as focusing on individual buildings, manuscripts, pieces of sculpture, metalwork or paintings as case studies of technique or patronage. Visits to the Bodleian Library and Ashmolean Museum enable students to view examples of the objects studied in the course first hand.

English 843. Comparative Literature: Arthurian Literature and Shakespeare.

Credits: 3.

Degree Requirements: Humanities.

This course explores the history and the literary development of the greatest medieval hero—Arthur, king of the Britons—and compares it with themes of the greatest author of English drama, William Shakespeare. The study goes from the first story of Arthur in Geoffrey of Monmouth's *History of the Kings of Britain* to the development of the legend in French courtly and spiritual literature to Thomas Malory's great *Morte D'Arthur*. The second part of the course is an exploration of a key theme in Shakespearean drama. The course concentrates on various texts, including the comedies, *The Merchant of Venice* and *A Midsummer Night's Dream*; the tragedies, *Hamlet* and *Macbeth*; and the Roman play, *Coriolanus*. Themes within the broader context of Shakespeare's works as a whole will be examined.

History 834. Politics and Society in Medieval Europe.

Credits: 3.

Degree Requirements: Humanities.

The aim of this course is to provide a sound general understanding of European politics and society in the Middle Ages. The introductory classes consider the creation of the medieval world, focusing in particular on the “fall” of the Western half of the Roman Empire and on the formation and Christianization of the Germanic kingdoms of Western Europe. Next the course examines the political, religious, and social developments that reached their culmination in what historians call the High Middle Ages, among them the formation of states, the development of the papacy, the development of towns, and the roles of women in the medieval world. The course will end with consideration of the political, economic, and religious problems of the Late Middle Ages (c. 1300-c. 1500). This course is equivalent to History 212: Medieval Europe. Students may not take both courses for credit.

History 844. European Life in the Late Middle Ages and Renaissance.

Credits: 3.

Degree Requirements: Humanities.

This course examines the organization and character of the Western Catholic Church before the Reformation. It examines the distinctive systems of belief which were fostered before the Reformation and seeks to understand how particular beliefs prompted distinctive behavior in the later fifteenth and early sixteenth centuries. The course continues through the Tudors, Henry VIII, and the Reformation in Britain, in Italy and the Mediterranean, and Northern Europe. An excursion enables the group to visit several churches in the Oxford region and witness what different classes of lay men and women were commissioning and building before the Reformation, the better to understand the tenor of faith and pious activity at that time. This course is equivalent to History 212: Medieval Europe. Students may not take both courses for credit.

Religious Studies 830. The Formation of Christianity in Western Europe: From Late Antiquity to the Middle Ages.

Credits: 3.

Degree Requirements: Life Then and Now.

This course offers an introduction to the History of Christianity in Western Europe from its beginnings to the sixteenth century. Theological and institutional developments receive some attention, but the course focuses on the interplay between social and religious change. The course is divided chronologically among three periods: the rise of Christianity in the West, religious life and thought in the High Middle Ages, and the Late Middle Ages and Early Modern periods. The course studies the legacy of early modern Christianity, the presence of many denominations, and the effects of that disunity on early modern society and intellectual life.

AIX-EN-PROVENCE, FRANCE

The Aix-en-Provence Program is a semester or full year program conducted in affiliation with Vanderbilt University. Students attend classes taught by French faculty-scholars in the Vanderbilt Center located in the heart of this historic city. To be eligible for the program, students must have completed a minimum of four semesters of college French or the equivalent (i.e.: French 202). Those students with more advanced language skills and demonstrated curricular motivations have the opportunity to take courses at other institutions of higher education in Aix. Student housing is in private homes and is assigned according to student

preference, ranging from rooms with close contact with hosts to semi-independent studios. Meals are taken with French families four days a week.

A student successfully completing the program may earn a total of 15 credits per semester. Hours earned are applied directly to major, minor and degree requirements at Rhodes and grades are factored into the Rhodes grade point average.

Rhodes College financial aid is not available for this program. Both need-based and merit-based Scholarships for Study Abroad are available for the semester or year-long programs in Aix-en-Provence.

Since the Aix-en-Provence program and Rhodes have different numbering systems, the following course numbering indicates 1), the course number to enroll in at Aix-en-Provence; and 2), the course number as it will appear on the Rhodes transcript (i.e.: French 201/800).

The following courses are offered in both the Fall and Spring semesters.

French 201/800. Grammar and Composition.

Fall, Spring. Credits: 3.

A review of the fundamentals of French grammar. Theory and practice with emphasis on the practical uses of French, increasing active vocabulary and improving spelling. For students who have completed the equivalent of 4 semesters of college French.

French 226/810. Advanced Grammar.

Fall, Spring. Credits: 3.

A review of the fundamentals of French grammar with emphasis on the nuances of the French language. For students who have completed French 301 and higher.

French 214/815. Advanced Conversational French.

Fall, Spring. Credits: 3.

Intensive work in spoken French with emphasis on idiomatic usage and strategies for oral communication.

French 209/817. Contemporary France.

Fall, Spring. Credits: 3.

An in-depth study of the culture of France today with emphasis on social, economic and political issues.

French 215/818. History and Culture of Provence.

Fall, Spring. Credits: 3.

As a geographical location extending from the Alps to the Mediterranean Sea, Provence has a long, unique and complex history that has been influenced by such ancient cultures as those of the Greeks, the Gauls and the Romans. The course focuses on the socio-cultural aspects of Provence with particular emphasis on its history, political and village life, architecture, arts, festivals, foods and geographical distinctions.

French 220/820. Introduction to French Literature.

Fall, Spring. Credits: 3.

An introduction to fundamental techniques for critical reading and interpretation of French literature with examples from the genres of poetry, drama and prose narratives covering the 16th through the 20th centuries.

The courses listed below are intended for students whose level of French is more advanced.

French 253/821. Literature of the Fantastic.

Fall, Spring. Credits: 3.

A critical study of lais, fabliaux, tales and legends from the Middle Ages to the 19th century with emphasis on narrative strategies, gender and socio-historical contexts.

French 269/822. Francophone Literature and Film of the Maghreb.

Fall, Spring. Credits: 3.

Literature, film and their cultural contexts in Francophone North Africa.

French 218/823. The Contemporary French Press.

Spring. Credits: 3.

A study of French journalism and the socio-political dynamics of the French press.

Philosophy 256/856. Contemporary Philosophical Thought.

Fall. Credits: 3.

Major 20th century French philosophers and philosophical movements; a survey of themes and concepts.

Art 230/841. 19th century European Art.

Fall. Credits: 3.

Degree Requirements: Fine Arts.

A survey of painting and graphic arts from the early expressionists' movements to mid-century; from neo-classicism through post-impressionism.

Political Science 287/I.S 882. The European Union.

Fall. Credits: 3.

A review of basic principles concerning institutional and legal aspects of the functioning of the European Union.

RESERVE OFFICER TRAINING PROGRAMS

Rhodes, in cooperation with the University of Memphis and the Departments of the Army and Air Force, participates in crosstown agreements that provide the opportunity for Rhodes students to enroll in Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) at The University of Memphis. Upon successful completion of the reserve officer training programs and the undergraduate degree at Rhodes, a student receives a commission as a second lieutenant in the appropriate military service.

The curriculum for the ROTC program is reviewed by the Faculty of Rhodes and the appropriate credit hours are assigned. The student who participates in the ROTC programs will have to complete all requirements as specified by the military service departments, including summer training camps, if the commission as an officer is to be granted.

A Rhodes student may earn a maximum of sixteen credits in the ROTC programs and apply fourteen of these credits to the 112 credit hours needed for a Rhodes degree. In addition, for each course completed in the ROTC program, the student will receive credit for one of the three half-semester courses in Physical Education that are required for graduation. Credit earned in ROTC is counted as elective credit, and it is listed on the student's transcript as ROTC credit with the appropriate course titles. Three of the credits earned are counted as internship credits. Credits enrolled in during a given semester are included in the count of credits for a normal course load. (The credit shown below applies to the 16-credit provision.) Although a student takes the ROTC courses at The University of Memphis, that student is a full-time student at Rhodes, and any financial assistance provided by the military services is based on tuition and fees at Rhodes.

AEROSPACE STUDIES

The Aerospace Studies program is in two parts. The freshman-year/sophomore-level program, the General Military Course, is open to all students. The junior/senior level program, the Professional Officer Course, is available only to selected, eligible students who desire to earn commissions as officers in the United States Air Force while pursuing their academic studies at Rhodes. Participants in the POC program and those in the GMC on AFROTC scholarships receive a monthly subsistence allowance from the Air Force. Graduate students who qualify are also eligible for POC enrollment.

Air Force ROTC scholarships which pay all or a portion of certain college costs (tuition, book allowance, and certain fees) are available on a competitive basis, to entering first-year students and to cadets participating in the AFROTC program. Details are available from the Office of Admissions and Financial Aid or from the Department of Aerospace Studies at the University of Memphis. Students wishing to participate should contact the Unit Admissions Officer, AFROTC Detachment 785, Department of Aerospace Studies, University of Memphis at 678-2681. Students may also access AFROTC Detachment 785's website at www.afrotc.memphis.edu and/or the AFROTC website at www.afrotc.com.

COURSE OFFERINGS

General Military Courses

111-112. Air Force Today.

Fall, Spring. Credits: 1-1.

This survey course is designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with followership experiences.

211-212. The Air Force Way.

Fall, Spring. Credits: 1-1.

This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

Professional Officer Courses.

311-312. Air Force Leadership and Management.

Fall, Spring. Credits: 3-3.

This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

411-412. Preparation for Active Duty.

Fall, Spring. Credits: 3-3.

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. An additional Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course.

Aerospace Studies

301-302. Field Training.

Summer. Credits: 0.

AFROTC Field Training is offered during the summer months at selected Air Force

bases throughout the United States. Students in the four-year program participate in four weeks of Field Training, usually between their sophomore and junior years. Students applying for entry into the two-year program must successfully complete six weeks of Field Training prior to enrollment in the Professional Officer Course. The major areas of study in the Field Training program include junior officer training, aircraft and aircrew orientation, career orientation, survival training, base functions and Air Force environment, and physical training.

Leadership Laboratory.

Fall, Spring. Credits: 0-0.

Leadership Laboratory is taken throughout the student's period of enrollment in AFROTC. The first two years of the Leadership Laboratory include a study of Air Force customs and courtesies, drills and ceremonies, issuing military commands, instructing, directing and evaluating the preceding skills, studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. The last two years of Leadership Lab consist of activities classified as advanced leadership experiences. They involve the planning and controlling of military activities classified as advanced leadership experiences.

MILITARY SCIENCE

The Military Science program is divided into two courses each of two years' duration. The first, the Basic Course, offers instruction in leadership skills, soldiering skills, and the role and use of armed forces. The second, the Advanced Course, builds on the Basic Course, offers practical leadership experience, and prepares the student for commissioning as an Army officer. Students may apply for the four-year program (which can be completed in three years with department permission) or the two-year program.

The Basic Course is open to all students and involves classes of one or two hours per week. Enrollment in the basic course creates no military obligation.

The Advanced Course is available only to selected, eligible cadets who desire to earn a commission while pursuing their studies at Rhodes. Cadets enrolled in the Advanced Course receive a subsistence allowance of up to \$1500 per year during the Junior and Senior years (paid at \$150 per month).

Army ROTC Scholarships are available on a competitive basis. The scholarship pays up to \$16,000 toward tuition and fees and provides an annual allowance for books and supplies. Scholarship students receive the subsistence allowance for the period of the scholarship. Scholarship applications for first year students must be submitted by November 15th.

Students desiring more information or wishing to participate in the program should contact Captain Gray in the Department of Military Science at The University of Memphis. www.armyrotc.net

100. Leadership Laboratory.

Fall, Spring. Credits: 0.

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential.

Corequisite: Military Science 111 or 112. Two hours per week.

111. Introduction to Military Science.

Fall. Credits: 1.

Introduction to Army ROTC with hands-on approach through several basic military skills. Lectures and practical exercises in military rappelling and mountaineering, fundamentals in weapons training and an overview of the role of the United States Army.

Corequisite: Military Science 100. There is no military obligation.

112. Principles of Leadership and Confidence Building.

Spring. Credits: 0.

Begins the leader development process by providing the skills, knowledge and attitudes necessary for the student to exhibit the leadership characteristics and traits.

Corequisite: Military Science 100. There is no military obligation.

200. Leadership Laboratory.

Fall, Spring. Credits: 0.

Revolves around the cadet corps; a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential.

Corequisite: Military Science 210 or 211. Two hours per week.

210. American Military History.

Fall. Credits: 3.

Developments since colonial period; emphasis on background and growth of national military naval establishments, military and naval thought, difficulties accompanying modernization and assumption of global responsibilities, and the problem of relationship between civilian and military naval sectors in democracy.

Corequisite: Military Science 200. There is no military obligation.

211. Fundamental Survival Skills.

Fall, Spring. Credits: 0.

A continuation of the leader development process with an emphasis on military first aid and survival planning.

Corequisite: Military Science 200. There is no military obligation.

214. Small Unit Tactics II.

Fall. Credits: 0.

Emphasis on preparation of the individual for combat. Preparation of potential leaders in combat through study of the knowledge and skills needed by an individual soldier. Skill development in planning and organizing by combat patrols. Course includes a series of field practicums. There is no military obligation.

300. Leadership Laboratory.

Fall, Spring. Credits: 0.

Revolves around the cadet corps, a facsimile of and Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential.

Corequisite: Military Science 311 or 312. Two hours per week.

311. Applied Leadership I.

Fall. Credits: 3.

Study and application of principles and techniques of leadership at a small unit and group level in both field and garrison environment. Decision making, motivating performance, and use and support of subordinate leaders is emphasized. Detailed studies on military teaching principles. map reading, communications, field training exercise, branches of the Army, and preparation for ROTC Advanced Camp. Four class hours per week to include a two hour laboratory each week, three hours of physical training each week, and field training exercises on two weekends during the semester.

Prerequisites: Permission of the Professor of Military Science.

Corequisite: Military Science 300.

312. Applied Leadership II.

Spring. Credits: 3.

Continuation of first year advanced course.

Prerequisites: Permission of the Professor of Military Science.

Corequisite: Military Science 300.

400. Leadership Laboratory.

Fall, Spring. Credits: 0.

Revolves around the cadet corps, a facsimile of an Army organization. Provides opportunity for actual leadership training experiences as it is largely cadet planned and operated. Additionally, cadre use it as a means to evaluate and develop leadership potential.

Corequisite: Military Science 411 or 412. Two hours per week.

411. Seminar in Leadership and Planning.

Fall. Credits: 3.

Leadership and management skill development in specific areas of oral and written communications, training management, personnel evaluation and counseling, personnel management systems of Army, U.S. Army logistic systems, military justice, and familiarization with ethics of the military professional. This course, in conjunction with 412, completes the cadet's preparation for commissioning as a Second Lieutenant in the Army Reserve or National Guard. Three lecture hours per week, two laboratory hours every other week, three hours physical training each week, and field training exercises on two weekends during semester.

Prerequisites: Permission of the Professor of the Military Science.

Corequisite: Military Science 400.

412. Seminar in Organizational Leadership.

Spring. Credits: 3.

Continuation of second year advanced course.

Prerequisites: Permission of the Professor of Military Science.

Corequisite: Military Science 400.

**MASTER OF SCIENCE
IN ACCOUNTING**

MASTER OF SCIENCE IN ACCOUNTING

PROFESSOR

Marshall E. McMahon. B.A., University of the South; Ph.D., Vanderbilt University. (History of economic thought, business ethics.)

ASSOCIATE PROFESSORS

Dee Birnbaum. B.A., State University of New York at Stony Brook; M.B.A., Baruch College; M.Phil., City University of New York; Ph.D., City University of New York. (General management, human resource management.)

Pamela H. Church. *Chair.* Director, M.S. in Accounting Program. B.S., M.S., University of Memphis; Ph.D., University of Houston. C.P.A. (Accountancy.)

Deborah N. Pittman. B.A., Rhodes College; M.S. and Ph.D., University of Memphis. C.P.A., C.F.A. (Finance.)

John M. Planchon. A.B., M.A., University of Missouri, Columbia; Ph.D., University of Alabama. (Marketing, marketing management, business policy.)

ASSISTANT PROFESSOR

Guy McClain. B.A. Louisiana Tech University; M. Acc. University of Mississippi; Ph.D. candidate, University of Arkansas.

PART-TIME ASSISTANT PROFESSOR

James S. Dickey, Jr. B.A., M.B.A., J.D., University of Memphis. (Taxation.)

PART-TIME INSTRUCTOR

Mark D. Puckett. B.S., University of Tennessee; M.S., University of Memphis. C.P.A., Tax Partner, BDO Seidman. (Accountancy, taxation.)

Rhodes College offers a 30-credit program of study in accounting and business administration leading to the Master of Science in Accounting degree. The M.S. in Accounting is a professional master's degree designed to provide a mature understanding of accepted professional practices in the field of accounting and to support entry and advancement in the various fields of professional accounting.

ADMISSIONS PROCEDURE

A student who wishes to apply for admission to the M.S. program should write or call the Director of the program requesting an application form. The form should be completed carefully and mailed to the Director of the M.S. in Accounting program with a nonrefundable application fee of twenty-five dollars.

Students who have submitted an application and all supporting credentials to the M.S. in Accounting Director by March 1 will be notified of the decision of the Graduate Admissions Committee by April 1.

All applicants to the graduate program must have an earned baccalaureate from an accredited institution before being admitted into the program.

STANDARDIZED TESTS

All applicants for admission to the M.S. in Accounting program are required to take the Graduate Management Admissions Test (GMAT). Any student planning to apply to the program for fall admission should plan to take the test no later than December so that his or her scores will be available for the Graduate Admissions Committee by March 1.

Test application forms may be obtained from some colleges and universities or by writing directly to the testing service, as follows: The Education Testing

Service, Princeton, NJ 08541.

Applicants whose university instruction was not in English are also required to take the Test of English as a Foreign Language and achieve a score of 550 or above.

PROVISIONAL ADMISSION

A limited number of students who would be denied admission based on test scores, letters of recommendation, personal interviews and transcripts may be admitted provisionally to the program if they can demonstrate high probability of success in the program and likelihood of outstanding performance in the profession of accounting in some other manner. Other criteria may include, for instance, a record of outstanding performance in a job with increasing levels of responsibility over time. Any student provisionally admitted to the program must attain a grade point average of at least a 3.00 (B) on the first nine hours of the program completed in order to remain in the program.

ADMISSION OF SPECIAL STUDENTS (NON-DEGREE CANDIDATES)

Students who give evidence of sufficient ability may be admitted as special students to a course offered as part of the M.S. in Accounting curriculum. Special students may take no more than two courses. After two courses, which may total no more than eight credit hours, the student must make formal application to the M.S. in Accounting program and be accepted into it before taking any additional graduate courses. An undergraduate student in his or her senior year may petition the graduate committee to enroll in graduate courses as a special student. In such a case, no graduate credit will be granted for courses used to satisfy undergraduate requirements. A student may apply no more than a total of six graduate credit hours earned as a special student and/or for transfer credit toward the requirements for the M.S. in Accounting at Rhodes.

READMISSION OF STUDENTS

The M.S. in Accounting degree must be completed within three academic years from the date of initial enrollment as a degree candidate. Failure to complete the degree requirements within this time will result in being dropped from the program. Any student who wants to continue the program after being dropped must petition the Director for reinstatement.

ADDITIONAL INFORMATION

The M.S. in Accounting program office hours are 8:30 a.m. - 5:00 p.m. Monday through Friday (central time). Additional information and application forms will be supplied upon request. Contact:

Dr. Pamela Church
Director of M.S. in Accounting Program
Rhodes College
2000 North Parkway
Memphis, Tennessee 38112-1690
Telephone 901-843-3863

EXPENSES

The tuition charges, regulations for payment and withdrawal, activity fees, and special fees and deposits for the M.S. in Accounting are the same as for the undergraduate program at Rhodes. These charges and policies are outlined in the "Expenses" portion of the catalogue. Room charges and policies are also the same as those for the undergraduate programs; however, on-campus rooms will be made

available to graduate students only after all undergraduate demand has been satisfied.

FINANCIAL AID

Most financial assistance for students in the M.S. in Accounting program will be awarded as grants, loans and student employment.

LOANS

Graduate students are currently eligible for up to \$8,500 per year. Federal Stafford Loans can be made on either a subsidized or an unsubsidized basis. In the case of a subsidized loan, the interest is paid by the federal government while the student is enrolled in an eligible institution on at least a half-time basis. In the case of an unsubsidized loan, the student is responsible for interest payment during periods of enrollment. Repayment begins six months after the student graduates or ceases to be enrolled at least half-time. The maximum repayment period is ten years, and the interest rate is variable, with a cap of 9%.

Anyone interested in the student loan program should contact:

Office of Financial Aid
Rhodes College
2000 N. Parkway
Memphis, TN 38112-1690
Telephone 901-843-3810

GRANTS AND GRADUATE STIPENDS

All grants and graduate stipends for students in the M.S. in Accounting program are merit based; financial need is not a consideration. Selection for a grant and/or stipend is based upon the candidate's academic record, personal achievements, and promise of success in accounting.

COOPERATIVE PROGRAM

In cooperation with numerous C.P.A. firms in Memphis, Rhodes recommends certain students to interview with these firms for admittance to a cooperative program. The program operates as follows: (1) The C.P.A. firm interviews students recommended by Rhodes. (2) If accepted by the C.P.A. firm, the student takes coursework in the fall at Rhodes. (3) The student works for the C.P.A. firm as a fulltime employee during the spring semester. (4) The student returns to Rhodes for the second semester of the M.S. in Accounting program in the fall. (5) Upon completing all required coursework in December, the student begins full-time employment with the firm. This program provides the student income for tuition, and eliminates the uncertainty of whether the student will have a job upon graduation. The student will also gain important experience in a firm which will count as hours toward qualifying to take the C.P.A. exam, and which should improve his or her classroom performance. This program enables the C.P.A. firm to obtain early commitments from highly desirable students and permits employment of the student during the firm's peak seasonal need.

THE EDUCATIONAL PROGRAM

The graduate program builds upon the undergraduate study of accounting by introducing more complex accounting practices and reasoning into the functional areas of accounting: cost, tax, auditing and advanced financial. The graduate program also addresses the legal environment of business and business ethics, accounting research, and the theory and methodology of the accounting discipline. It is central to the mission of the program that students be able to

communicate effectively, both orally and in writing. A significant component of all graduate courses will be oral presentations and discussions as well as written assignments.

THE CURRICULUM

Core courses and prerequisites. The following courses or their equivalents are required before beginning the graduate program. The graduate committee will evaluate a student's transcript to determine whether a core course requirement has been met. At the committee's discretion, a student may be allowed to take certain graduate courses concurrently with these core courses.

1. Financial Accounting
2. Intermediate Accounting I and II (Minimum grade of C- in both classes.)
3. Cost Accounting
4. Federal Income Tax
5. Auditing
6. Introduction to Economics, Micro and Macro

Area courses. A student must complete at least one course, either graduate or undergraduate, in each of the following areas: management, marketing, and finance.

REQUIREMENTS FOR THE M.S. DEGREE

A total of thirty (30) credits as follows:

Required courses. (24 credits):

1. BA 641 Seminar in Financial Accounting Theory and Research
2. BA 642 Accounting Information Systems
3. BA 643 Seminar in Accounting Control
4. BA 645 Taxation of Business Organizations
5. BA 646 Consolidations and Advanced Accounting Topics
6. BA 647 Legal and Regulatory Environment of Business
7. BA 648 Topics in Auditing
8. BA 680 Ethics: Business and Society

Elective courses. Any two courses (6 credits) from the following:

1. BA 520 Econometrics
2. BA 552 Cases in Managerial Finance
3. BA 554 International Finance
4. BA 563 International Management
5. BA 566 Personnel and Human Resource Management
6. BA 572 Marketing Management II
7. BA 573 International Marketing
8. BA 575 Business Research
9. BA 665 Graduate Topics in Accounting

CHANGES IN DEGREE REQUIREMENTS

A student may satisfy the requirements for an M.S. in Accounting degree as described in any catalogue that has been in effect during the student's enrollment in the M.S. program. Students readmitted to Rhodes may graduate under requirements in effect during the original period of enrollment or by following a program incorporating features of the current and the earlier degree requirements and approved by the Graduate Committee.

TRANSFER CREDIT

No more than a total of six graduate credits earned at another institution and/or graduate credit earned as a special student (see above) may be counted toward

the M.S. in Accounting at Rhodes. A minimum grade of B must be earned for any course credit to be transferred.

Transfer Credit Guidelines. The following guidelines are used in evaluating academic work from other institutions for graduate transfer credit.

1. The institution at which the course work is taken must be an accredited college or university.
2. To be accepted for credit, each course must be judged comparable in terms of content and quality to a course in the graduate curriculum at Rhodes. The Program Director makes these judgments. The Program Director and the Registrar assign credit toward the M.S. degree in such a way as to match comparable work at Rhodes.
3. All course work taken at other institutions for which Rhodes receives a transcript will be evaluated for transfer credit, and if acceptable, will be posted to the student's record.
4. A maximum of 6 credits (1 credit = 1 semester hour) will be accepted toward the Rhodes M.S. in Accounting degree. Transfer credits based on a quarter system are converted to the Rhodes credit basis using the formula that one quarter hour equals two-thirds credit. Fractional transfer credits will be credited.
5. Transfer credits are not accepted if the grade is C+ or below. Transfer credits are credited to the Rhodes transcript as credits only; they are not used to determine the grade point average.
6. Transfer credit may be used to satisfy M.S. degree requirements.

ACADEMIC REGULATIONS

The M.S. in Accounting program abides by the same academic regulations as the undergraduate program at Rhodes, with the exceptions noted below.

REGISTRATION

Qualification as a full-time, degree student requires registration for a minimum of six (6) credits in a semester. Degree-seeking students who register for five (5) credits or less in any one semester are classified as part-time students.

PASS-FAIL

A student may enroll in a class on a pass-fail basis. Permission of the instructor and the Director of the M.S. in Accounting is required and must be obtained during the first three weeks of the class in a semester. The Pass/Fail option may not be used to satisfy any of the graduate course requirements for the M.S. in Accounting degree.

ACADEMIC PROBATION AND SUSPENSION

To maintain acceptable scholastic standing and to graduate, a student must have an overall grade point average of 3.000 (B) for all graduate work attempted. The Graduate Committee places on academic probation any student whose cumulative grade point average at the end of a semester falls below the minimum standard. Notification of academic probation will be printed on the student grade report. A student on academic probation is not considered to be in good academic standing. Such students are ineligible to participate in some extracurricular activities, including intercollegiate athletics. A student is removed from academic probation upon attainment of a 3.000 average in graduate courses. A student placed on academic probation because of a grade point average below 3.000 has one academic semester of course work to raise his or her average to the required 3.000. If the grade point average is not raised to a 3.000, he or she may be dropped

from the program. Any student who earns a D or an F in any graduate course may be dismissed immediately from the program.

COURSES OF INSTRUCTION

Courses numbered 500-599 have a 300 or 400 level cognate course in which undergraduates may be enrolled. (See Course Offerings.) Courses numbered 600 and above are graduate-level-only courses. 600 level (except 645) alternate to accommodate co-op students.

Fall and Spring following the course titles indicate the semester in which the course is usually taught. Course credit is shown to the right of the semester.

The College reserves the right to cancel any course for which there is insufficient enrollment.

COURSE OFFERINGS

520. Econometrics.

Fall. Credits: 3.

Same as Economics 320 with additional requirements for graduate credit. Students who have taken Economics 320 may not take 520.

Prerequisites: Economics 101-102, 290, and Math 115 or permission of the instructor and program director.

552. Cases in Managerial Finance.

Fall. Credits: 3.

Same as Business Administration 452 with additional requirements for graduate credit. Students who have taken Business Administration 452 may not take 552.

Prerequisites: Business Administration 351 or permission of the instructor and program director.

554. International Finance.

Spring. Credits: 3.

Same as Business Administration 454 with additional requirements for graduate credit. Students who have taken Business Administration 454 may not take 554.

Prerequisites: Business Administration 351 or permission of the instructor and program director.

563. International Management.

Fall. Credits: 3.

Same as Business Administration 463 with additional requirements for graduate credit. Students who have taken Business Administration 463 may not take 563.

Prerequisites: Business Administration 361 or permission of the instructor and program director.

566. Personnel and Human Resource Management.

Spring. Credits: 3.

Same as Business Administration 366 with additional requirements for graduate credit. Students who have taken Business Administration 366 may not take 566.

Prerequisites: Economics 290 and Business Administration 343 and 361 or permission of the instructor and program director.

572. Marketing Management II.

Fall. Credits: 3.

Same as Business Administration 372 with additional requirements for graduate credit. Students who have taken Business Administration 372 may not take 572.

Prerequisites: Economics 290 and Business Administration 343 and 371 or permission of the instructor and program director.

573. International Marketing.

Spring. Credits: 3.

Same as Business Administration 473 with additional requirements for graduate credit. Students who have taken Business Administration 463 may not take 573.

Prerequisites: Business Administration 371 or permission of the instructor and program director.

575. Business Research.

Fall or Spring. Credits: 3.

Same as Business Administration 375 with additional requirements for graduate credit. Students who have taken Business Administration 375 may not take 575. (Course scheduled for Fall 2006-2007.)

Prerequisites: Economics 290 and two of the following: 351, 361, 371.

641. Seminar in Financial Accounting Theory and Research.

Fall, Spring. Credits: 3.

An in-depth analysis of the measurement and reporting of financial information to investors and managers. Conventional accounting methods, asset valuation, and income determination, as well as other current topics, will be explored. The course will utilize current articles to study contemporary research issues in financial accounting. (Course scheduled for Fall, 2006-2007.)

Prerequisites: Completion of core courses.

642. Accounting Information Systems.

Fall or Spring. Credits: 3.

An overview of the use of computer-based accounting systems to support the management of organizations. The course will examine the selection, development, and implementation of information systems to fulfill the goals of businesses. Gathering, organizing, and reporting data will be stressed. (Course scheduled for Spring, 2006-2007.)

Prerequisites: Completion of core courses.

643. Seminar in Accounting Control.

Fall or Spring. Credits: 3.

An advanced study of conceptual and practical aspects of accounting as a control system. Topics will include measurement of organizational performance, resource allocation, just-in-time accounting systems, total-quality-control environments, and standard cost systems as control devices. Students will analyze case studies and research literature in oral and written reports. (Course scheduled for 2006-2007.)

Prerequisites: Completion of core courses.

645. Taxation of Business Organizations.

Fall. Credits: 3.

An intensive examination of the federal income tax laws as they relate to partnerships, trusts, and corporations. Discussions will focus on economic and

policy issues surrounding the current tax structure. Also, emphasis will be placed on tax research to enable students to analyze complex tax problems.

Prerequisites: Completion of core courses.

646. Consolidations and Advanced Accounting Topics.

Fall or Spring. Credits: 3.

Covers contemporary problems of income determination and accounting for special business entities. (Course scheduled for Spring, 2006-2007.)

Prerequisites: Completion of core courses.

647. Legal and Regulatory Environment of Business.

Fall or Spring. Credits: 3.

The impact of federal regulations on businesses, particularly in the areas of antitrust law and securities regulations. This course will examine the legal responsibilities of business owners and directors, as well as the responsibilities of business entities. (Course scheduled for Spring, 2006-2007.)

Prerequisites: Completion of core courses.

648. Topics in Auditing.

Fall or Spring. Credits: 3.

A comprehensive view of theoretical and technical aspects of the attest function. Materiality, sampling, report, ethics, and regulations will be covered, as well as specific current topics. The course will emphasize the auditor's decision-making process within a complex professional, social, and political environment. (Course scheduled for Fall, 2006-2007.)

Prerequisites: Completion of core courses.

665. Graduate Topics in Accounting.

Fall or Spring. Credits: 3, 1-4.

Content of the course varies with instructor. The course may be repeated for credit as long as topics covered are different. The course will include international accounting, accounting for not-for-profit organizations, including governmental entities. (Course scheduled for Fall, 2006-2007.)

Prerequisites: Graduate Standing and permission of the instructor.

680. Ethics: Business and Society.

Fall or Spring. Credits: 3, 1-4.

This is a survey course of the relationship between business and society. The course explores a wide variety of analytical models that might be used to evaluate business decisions from an ethical perspective. The course uses lectures, discussion and case methods to analyze the relationship between business and the public with which it interacts. (Course scheduled for Spring, 2006-2007.)

Prerequisites: Completion of core courses.

MATTERS OF RECORD

CORPORATION AND BOARD OF TRUSTEES

LEGAL TITLE - RHODES COLLEGE

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J. Stephen Martin. B.S., J.D. Houston, Texas. Retired vice president and general counsel to Anadarko Petroleum Corporation.

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Elizabeth LeMaster Simpson. B.A. Memphis, Tennessee.

John M. Wallace III. B.A., Charlotte, North Carolina. President, East Mecklenburg Corporation and Managing Partner, J.M. Wallace Land Company.

Robert R. Waller. M.D. Memphis, Tennessee. President Emeritus, The Mayo Foundation.

David D. Watts. B.A., J.D. Los Angeles, California. Retired Partner, O'Melveny & Myers; Assistant Vice President, Gift Planning, Childrens Hospital Los Angeles.

Spence L. Wilson. B.A., M.B.A. Memphis, Tennessee. President, Kemmons Wilson, Inc.

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Rhodes recruits faculty members who demonstrate excellent teaching and who show promise of continued and significant scholarly activity. The College also depends on the Faculty to provide leadership not only in academic development for the College but also in the overall governance of the institution. In the section of this bulletin titled "The Educational Program", the members of each academic department are named with year of appointment, area specialties, and additional educational background information.

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1999	Dr. Michael R. Drompp, History
2000	Dr. Brian W. Shaffer, English
2001	Dr. Stephen R. Haynes, Religious Studies
2002	Dr. Marshall Boswell, English
2003	Dr. Brent Hoffmeister, Physics
2004	Dr. Timothy S. Huebner, History
2005	Dr. Stephen J. Ceccoli, International Studies

Dean's Award for Research and Creative Activity

1981	Dr. John F. Copper, International Studies
1983	Professor Jack D. Farris, English
1984	Dr. Richard D. Gilliom, Chemistry
1985	Dr. David H. Kesler, Biology

1986	Professor Tony Lee Garner, Theatre
1987	Dr. James M. Olcese, Biology
1988	Dr. John F. Copper, International Studies
1989	Dr. Alan P. Jaslow, Biology
1990	Dr. Jack H. Taylor, Physics
1991	Dr. Marcus D. Pohlmann, Political Science
1992	Dr. Steven L. McKenzie, Religious Studies
1993	Dr. Robert J. Strandburg, Psychology
1994	Dr. Andrew A. Michta, International Studies
1995	Dr. Brian W. Shaffer, English
1996	Dr. Cynthia A. Marshall, English
1997	Dr. Stephen R. Haynes, Religious Studies
1998	Dr. Robert M. MacQueen, Physics
1999	Dr. Gail P. C. Streete, Religious Studies
2000	Dr. Susan M. Kus, Anthropology/Sociology
2001	Dr. Michael Nelson, Political Science
2002	Dr. Lynn B. Zastoupil, History
2003	Dr. Natalie K. Person, Psychology
2004	Dr. David P. McCarthy, Art
2005	Dr. Daniel G. Arce, Economics

Diehl Society Award for Service

1988	Dr. Harold Lyons, Chemistry
1989	Dr. John S. Olsen, Biology
1990	Professor David Ramsey, Music
1991	Dr. David Y. Jeter, Chemistry
1992	Dr. Gail C. McClay, Education
1993	Dr. Robert L. Llewellyn, Philosophy
1994	Dr. Douglas W. Hatfield, History
1995	Dr. Rebecca Sue Legge, Business Administration
1996	Dr. Charles C. Orvis, Economics
1997	Dr. Donald W. Tucker, Modern Languages and Literatures
1998	Dr. Kathryn L. Wright, Modern Languages and Literatures
1999	Dr. Marcus D. Pohlmann, Political Science
2000	Dr. F. Michael McLain, Religious Studies
2001	Dr. Michael P. Kirby, Political Science
2002	Dr. Robert J. Strandburg, Psychology
2003	Dr. Marsha D. Walton, Psychology
2004	Dr. Joseph A. Favazza, Religious Studies

The Jameson M. Jones Outstanding Faculty Service Award

2005	Dr. Ellen T. Armour, Religious Studies
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ENDOWMENTS, AWARDS, AND MEMORIALS

PROFESSORSHIPS AND FACULTY FELLOWSHIPS

The Connie Abston Chair in Literature was created in 1998 by trustee Dunbar Abston, Jr. in honor of his wife. Dr. Michael Leslie, Professor of English, holds the chair.

The Winton M. Blount Chair was provided by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. An occupant will be named at a future date.

The L. Palmer Brown Chair of Interdisciplinary Humanities supports a professorship in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." Dr. Valerie Nollan, Associate Professor of Russian, is the current holder of the Interdisciplinary Professorship.

The Neville Frierson Bryan Chair in African-American Literary & Cultural Studies was established in 2002 by former trustee and alumna Neville Frierson Bryan '58 of Chicago. An occupant will be named.

The Mertie Willigar Buckman Chair in International Studies was established in 1990 by trustee Robert H. Buckman to honor his mother. Dr. Andrew Michta, Professor of International Studies, holds the chair.

The Stanley J. Buckman Distinguished Professorship of International Studies, provided by trustee Robert H. Buckman, honors the founder of Buckman Laboratories and longtime friend and trustee of the college. The current occupant is Dr. John Copper, Professor of International Studies.

The Lester Crain Chair in Physics was established in 2002 by trustee and alumnus Lester Crain, Jr. '51. An occupant will be named.

The Albert Bruce Curry Professorship of Religious Studies was provided and sustained by Second Presbyterian Church of Memphis. Dr. Steven McKenzie, Professor of Religious Studies, is the current Curry Professor.

The Elizabeth G. Daughdrill and James H. Daughdrill, Jr. Professorships were provided by the Rhodes Board of Trustees in 1998 to recognize President and Mrs. Daughdrill's exemplary leadership and service to the college for 25 years. Dr. Timothy W. Sharp, Associate Professor of Music, holds the Elizabeth G. Daughdrill Chair. The James H. Daughdrill, Jr. Chair is held by Dr. Darlene Loprete, Associate Professor of Chemistry, and Dr. Terry Hill, Professor of Biology.

The E. C. Ellett Professorship of Mathematics and Computer Science was created by Edward Coleman Ellett, Class of 1888. Dr. Eric Gottlieb, Associate Professor of Mathematics, is the current Ellett Professor.

The Fulmer Chair in Political Science for U.S. Presidential Studies was established in 2005 by trustee Nancy Hill Fulmer '51 and Arthur Fulmer to support work in the Department of Political Science. Dr. Michael Nelson, Professor of Political Science, currently holds the Fulmer Chair.

The Charles R. Glover Professorship of English Studies was provided by Mrs. Charles R. Glover and is occupied by Dr. Brian Shaffer, Professor of English.

The William Randolph Hearst Endowed Teaching Fellowship for Minority Graduate Students supports minority teaching fellows at Rhodes as they complete their dissertations. The Hearst Fellow for 2005-2006 is Professor Donna Kwon, Assistant Professor of Music.

The Ralph C. Hon Chair in Economics was provided by alumni who studied under Dr. Hon during his tenure as Professor of Economics. An occupant will be named.

The Robert D. McCallum Distinguished Professorship of Economics and Business was funded by the late Robert D. McCallum, Chairman Emeritus, Valmac Industries, Inc. and life trustee of Rhodes. Dr. Daniel G. Arce occupies the McCallum Chair.

The J. J. McComb Professorship of History was provided by Mr. J. J. McComb and is occupied by Dr. Michael Drompp, Professor of History.

The Irene and J. Walter McDonnell Chair in Greek and Roman Studies was established by trustee Michael McDonnell in memory of his parents. Dr. David Sick, Associate Professor of Greek and Roman Studies, currently holds the McDonnell Chair.

The W. J. Millard Professorship of Religious Studies was provided by his friends at Evergreen Presbyterian Church in Memphis and honors the late senior minister of the church. Dr. Gail Streete, Professor of Religious Studies, is the current occupant.

The Ellis W. Rabb Chair in Theatre was created through the estates of Clark and Carolyn Rabb to honor the memory of their son Ellis, one of the most accomplished stage actors and directors ever to emerge from Memphis. The occupant of the Rabb Chair will be named.

The Robertson Chair in Biological Sciences was established in 2005 by alumnus James T. Robertson '53 and Valeria B. Robertson to support teaching and research in biology and related areas. Dr. Charles Stinemetz, Associate Professor of Biology, holds the Robertson Chair.

The James F. Ruffin Professorship of Art and Archaeology was established by the late James F. Ruffin, Jr., founder and operator of Ruffin's Imports and Interiors of Memphis. His mark can be found all around the Rhodes campus as well as the President's home. The holder of the Ruffin Professorship is Dr. David McCarthy, Professor of Art.

The J. S. Seidman Fellowship in International Studies is supported by the estate of Rhodes trustee P. K. Seidman. Dr. Amy Risley, Assistant Professor of International Studies, is the current Seidman Fellow.

The P. K. Seidman Distinguished Professorship of Political Economy was provided by Robert H. Buckman and the late Mertie W. Buckman, in honor of their friend, the late P. K. Seidman. This position is currently not occupied.

The Van Vleet Fellowship was provided by The Van Vleet Foundation. The Fellowship, occupied by Dr. Brent K. Hoffmeister, Associate Professor of Physics, provides for student research and strengthens the Physics Department.

The R. A. Webb Professorship of Religious Studies was provided by a friend of the college. Dr. Ellen Armour, Associate Professor of Religious Studies, is the current Webb Professor.

The T. K. Young Professorship of English Literature was established by Idlewild Presbyterian Church in 1955 in honor of their senior minister. Dr. Marshall Boswell, Associate Professor of English, currently holds the Young Chair.

SPECIAL FUNDS

The Herta and Walter Nelson Library Fund was funded by Dr. and Mrs. Michael Nelson in honor of his parents to purchase the circulating copies of books written by current faculty members for Barret Library.

Rhodes CARES (Center for Academic Research and Education through Service), funded by a \$6 million grant from the Robert and Ruby Priddy Charitable Trust of Wichita Falls, Texas, exists to strengthen undergraduate research and service tied to scholarship. The center encompasses programs such as Rhodes Institute for Regional Studies, Rhodes St. Jude Summer Plus research program, and Rhodes Learning Corridor. It also provides aid to students who have demonstrated experience in and commitment to community service.

Rhodes CODA (Center for Outreach in the Development of the Arts), established in 2005 through a \$5 million grant from The Robert and Ruby Priddy Charitable Trust of Wichita Falls, Texas, enhances the college's program and curriculum offerings in the fine arts. The grant will provide a fine arts scholars program with 16

scholarship recipients—four per class—who will not be limited to fine arts majors but who will work either through performing a job, a service or a research project in the fine arts; an endowed chair for a permanent faculty position in the fine arts; and funding for curriculum and faculty development, student recruitment and mentoring, visiting artists, classroom and technology upgrades and other fine arts program enhancements.

The Smith & Nephew Richards Special Studies Fund was created to support the development of leadership and/or diversity training programs.

ART COLLECTIONS

The Robert I. and Anne Riley Bourne Collection was given in 1998 by the Bournes, both members of the Class of 1954. The photographic prints represent the work of distinguished photographer Edward J. Curtis and document life of Native Americans in the Pacific Northwest, circa 1905. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Dorothy Seymour Harnden Collection in North American Native Art was given to Rhodes in 1990 in her memory by her husband, Robert C. Harnden. The Harnden Collection is on permanent display in Halliburton Tower and Buckman Hall.

The Harvey A. Pankin Collection was given in his memory by his son Jayson D. Pankin of Michigan in 1997. The prints, dating from 1960-80, document many of the styles or movements of those decades, including op art, hard-edged abstractions, figurative art, and photo-realism. Selected prints are periodically displayed in the Clough-Hanson Gallery and are used for teaching.

The Jessie L. Clough Art Memorial for Teaching was given to Rhodes in 1953 by sisters Floy and Etta Hanson in memory of their friend and first art teacher. The collection of Asian woodcut prints, porcelains, fabrics, and other objects forms the basis of the college's teaching collection. Selected objects are periodically displayed in the Clough-Hanson Gallery.

AWARDS

The Louise and Ward Archer, Sr. Award for Creativity, given by his late wife and his children, recognizes the student selected as having demonstrated the most creativity at Rhodes. The award honors the memory of Ward Archer, Sr. '39, founder of Ward Archer & Associates, now the public relations firm Archer/Malmo, and his wife Louise Thompson Archer '44, whose early career was in the advertising field in New York.

The Lucius Burch Anthropology Internship, established by an alumna in memory of Lucius Burch, supports the summer work of a student selected by the faculty of the Anthropology Department. The research is conducted at the Lucius Burch Cultural Center at the Dubois Museum in Wyoming.

The Ruth Moore Cobb Award in Instrumental Music was established by trustee Charles P. Cobb '44 in honor of his wife. The award is presented annually to the outstanding student instrumentalist in the Music Department as judged by the Music faculty.

The Estelle R. Cone Award is given annually to that student selected for outstanding service in an individual project through the Kinney Program. The award is in memory of Mrs. Cone, who was Kinney Program Director from its founding until 1975.

The J. Hal Daughdrill Award was established in 1986 by friends of Rhodes with memorial gifts to remember the eighteenth President's father. The award goes to the most valuable player of the football team.

The Clarence Day Award for Outstanding Teaching, established in 1981 by Mr. Clarence C. Day '52 of Memphis, is given annually to a full-time member of the

teaching faculty at Rhodes to recognize excellence in teaching.

The Dean's Award for Outstanding Research and Creative Activity was established by Mr. Clarence C. Day '52 of Memphis in 1981 to recognize a Rhodes faculty member for significant research and/or creative activity which has been brought to fruition in a public form, e.g. scholarly writing, public performances.

The Donald J. Gattas Memorial Award is given annually to the student judged to be most outstanding in Middle Eastern Studies.

The Rebecca Rish Gay Most Outstanding Female Athlete of the Year Award was established in 1996 by Dr. and Mrs. James H. Daughdrill, Jr. in memory of her mother.

The Walter E. Gay Most Outstanding Male Athlete of the Year Award was established in 1996 by Dr. and Mrs. James H. Daughdrill, Jr. in honor of her father.

The Mel Grinspan Award for the Outstanding Intern was established in honor of the late Mel G. Grinspan, Professor Emeritus of Economics. The award recognizes a student who exemplifies excellence in achieving significant and measurable credit within the internship program.

The Sally Becker Grinspan Award for Artistic Achievement was established during his lifetime by Professor Emeritus Mel G. Grinspan to honor his wife. It is presented each year to a student majoring in art who produces that piece of art, in any medium, which is selected by a committee of artists and/or art curators as an outstanding creation.

The Michael E. Hendrick '67 Award in Organic Chemistry was established in his memory by his wife Martha S. Hendrick-Smith '69 and their friends. It provides a summer stipend for outstanding students to conduct research in the field of organic chemistry.

The Wasfy B. Iskander International Internship in Economics and Business Administration was provided by family and friends of the late economics professor. It provides an internship experience outside the U.S. for a rising senior majoring in economics or business administration.

The Jameson M. Jones Outstanding Faculty Service Award continues a practice of recognizing faculty service first started by the Charles E. Diehl Society in 1988. The award, which honors a current faculty member who has rendered exemplary service and provided leadership to the Rhodes community, was provided in 2005 by Rhodes alumnus and trustee, John D. Gladney '74. Dr. Jameson M. Jones '36 served as professor of moral philosophy and dean of the college from 1955 to 1971.

The Jane Donaldson Kepple Writing Prizes are awarded annually to four students for excellence in writing as judged by a committee of faculty members. The awards are given in four categories: Freshman English Essay; Senior English Essay; Poetry, Fiction, and Drama; and Scholarly Essay. These prizes were established in 1985 by Thomas R. Kepple, Jr. in memory of his wife.

The Rose & Solly Korsakov Psychology Award was provided by Allan B. Korsakov '64 to honor his parents' memory, foresight, wisdom, and sacrifices for their two sons. The Korsakov Award recognizes an outstanding student in the field of psychology.

The Morelle Legg International Internship for Women provides international internship opportunities with preference given to female economics or business administration majors.

The Freeman C. Marr Track and Field Award is presented annually to the outstanding athlete who best exemplifies dedication to the principles of scholarship and athletics. This award honors Freeman C. Marr '48: athlete, scholar, coach and dedicated alumnus of the college.

The Robert D. McCallum Competitive Enterprise Award was established by Dr. Ben. W. Bolch, Professor Emeritus of Economics and Business Administration, in honor

of the late Robert D. McCallum, a trustee of the college. It is awarded annually to a student who is deemed to have carried out the most significant entrepreneurial activity while at Rhodes.

The Mollie Royall McCord Memorial Prize in Bible was established by a bequest from Mollie R. McCord '36. It goes to a senior or rising senior who has shown promise in this area and is interested in a career as a church minister, missionary or medical missionary.

The Susan Tidball Means Award was created in 1991 to be awarded to a junior student and to assist in underwriting a project in Women's Studies.

The Fred Neal Freshman Prize is awarded to the outstanding student in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion." It was established by friends of Professor Neal during his lifetime.

The Lynn Nettleton Prize was created by Lynn N. and Olive Allen Hughes in memory of his grandfather and in honor of their daughter, Dixon Presswood Schultz '83. It is awarded to the senior who has written the year's most outstanding paper in economics or business.

The Memphis Panhellenic Association, in its desire to encourage scholarship, presents an award to the sorority woman of the graduating class at Rhodes College having the highest scholastic average for her entire college career.

The Jack U. Russell Awards in Mathematics were established by friends of Professor Jack Russell of Rhodes. They are awarded to outstanding mathematics students selected by the Department of Mathematics and Computer Science.

The Jane Hyde Scott Awards, established by a bequest from Jane Hyde Scott '30, are given to rising seniors for special academic activities in the summer prior to the senior year. Five awards are given annually: The Robert Allen Scott Award in Mathematics, The Joseph Reeves Hyde Award in Religious Studies, The Ruth Sherman Hyde Award in Music, The Margaret Ruffin Hyde Award in Psychology, and The Jeanne Scott Varnell Award in Classical Languages.

The W. O. Shewmaker Memorial Fund was established by alumni and friends in memory of Dr. W. O. Shewmaker, Professor of Bible at Rhodes 1925-41. The income from this fund is used annually for an award of books to the student who attains the highest distinction in the interdisciplinary course, "The Search for Values in the Light of Western History and Religion."

The Ida LeBlanc "Lee" Smith Foreign Studies Award was established in her memory by her family friends and classmates. Lee '05 is remembered for her enhancement of her Rhodes experience through participation in the college's British Studies at Oxford program. This award helps to fund a study abroad opportunity for a student who might not otherwise be financially able to undertake such study.

The Spencer Prizes in Greek were established in memory of Mr. H. N. Spencer, Port Gibson, Mississippi. They are awarded to those students in each class who attain the highest distinction. In addition, a prize is awarded to the student who has attained the highest absolute, not merely relative, grade during four years of Greek courses.

The Algernon Sydney Sullivan Awards, a medallion and certificate provided by the New York Southern Society of the City of New York, are awarded to the man and woman students of the graduating class and to one outstanding citizen of the community who best exemplify the ideals of Mr. Sullivan.

The Wall Street Journal Award is given annually to recognize the student who has the highest achievement in the area of finance and investment.

The Rob Wolcott '93 Endowed Internship was provided by family and friends to support an internship at the Church Health Center in recognition of Rob's commitment to service and health care for the poor and homeless.

SCHOLARSHIPS

The following listing of scholarships is provided for informational purposes to showcase the rich scope of scholarship opportunities at Rhodes and to honor the generous benefactors who have provided these scholarships. Please refer to the Financial Aid Application Procedures if you are interested in pursuing scholarship assistance at Rhodes. You should be aware that not every scholarship is available every year. Many of the scholarships listed here are renewable and are retained by the chosen recipients throughout their four years at Rhodes. You can be confident, however, that each aid applicant is automatically considered for every available scholarship for which s/he qualifies.

The George I. Alden Trust Scholarship was funded by a challenge grant from the George I. Alden Trust and gifts from alumni and friends of the college. It is used for general scholarship aid for students with need.

The Elizabeth Alley Ahlgren Art Scholarship was established in 1987 by Dr. Frank R. Ahlgren of Memphis in honor of his wife for worthy students interested in painting or sculpture.

The Emerson A. and Emily Peale Alburty Scholarships were established by Mr. and Mrs. Alburty of Memphis during their lifetimes. Selection of the scholarship recipients is based primarily on financial need and preference will be given to Memphis and Shelby County residents.

The Mary Orme Amis Scholarships for Women were established by family members to honor their mother and are awarded to deserving female students.

The Catherine D. Anderson Scholarship was established by the late Ms. Anderson of Hughes, Arkansas.

The Walter P. Armstrong, Sr. Memorial Scholarship was established by Dr. Walter P. Armstrong, Jr., the law firm of Armstrong Allen, and friends.

The A. L. Aydelott Students Memorial Scholarship Fund was established by his daughter, the late Mrs. Josephine A. Johnson, Memphis.

The Mary Lowry Bacon Scholarship was established by her son, Henry W. Bacon, and her granddaughter, Barbara B. Henderson. It is awarded to a student of religion.

The Leon T. Banakas '53 Scholarship was established by Mrs. Frances Mellen-Banakas in memory of her husband. It provides aid to deserving pre-medical students on the basis of academic promise and ability.

The Albert D. Banta Scholarships provide for Rhodes College one-third of the income from a trust created by the late Albert D. Banta, Shreveport, Louisiana.

The Donna Lorraine Barlett Scholarship, created by alumna Ms. Barlett '80, gives preference to students with financial need who have been orphaned or are in the foster care system.

The Frank G. Barton Scholarship Fund was established by his wife, the late Mrs. Pauline C. Barton, Memphis.

The Adam P. Beeler Christian Service with Youth Scholarship was established by the family and friends of the late Adam Beeler '99. The scholarship is to be awarded to a deserving junior or senior who has demonstrated a commitment to Christian service in an under-resourced environment with preference given to students who have been active with STREETS Ministries and/or The Neighborhood School.

The Bellingrath Scholarships were established through the will of Walter D. Bellingrath. Consideration is by nomination only and the Bellingrath Scholars are chosen based on their academic and extracurricular records and an interview by a scholarship selection committee.

The BellSouth Mobility Scholarship was provided by BellSouth Mobility, now named Cingular Wireless, for a deserving student with demonstrated financial need. Preference is given to students from Memphis.

The Herman Bensdorf II Scholarship, established in 1988, is awarded to a junior from Shelby County with an interest in business and a 3.0 grade point average. The scholarship may be renewed in the recipient's senior year.

The Jacque Hammett Betts and Margarette H. Wurtsbaugh Scholarship was established by the late Mrs. Betts, and Mr. and Mrs. Alfred D. Wilhelm of Little Rock, in memory of these sisters who were Mrs. Wilhelm's aunts.

The Herman W. Bevis Scholarship was created and later endowed in her lifetime by the late Mrs. Jenny Lyde Bevis in memory of her husband, Herman Bevis '30.

The Winton and Carolyn Blount Service Scholarship was provided in 2005 by the estate of Winton M. Blount, Chair of Rhodes' Board of Trustees 1988-92. Mr. Blount was a former U.S. Postmaster General and founder of Blount, Inc., an international construction firm based in Montgomery, Alabama. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Bonner Foundation Scholarships, funded by The Corella and Bertram F. Bonner Foundation, provide financial aid for deserving students who demonstrate experience and commitment to community service and have high financial need. Each student receives a grant for financial aid, a stipend to substitute for workstudy aid, and a summer living allowance.

The Eleanor and Millard Bosworth Scholarship was established in their memory by their daughter, the late Eleanor Bosworth Shannon. It is awarded annually to students with need.

The Elizabeth Bourne Webb '81 & John Riley Bourne Service Scholarship was established by Dr. and Mrs. Robert Irl Bourne, Jr., members of the class of 1954. The scholarship is awarded to students who demonstrate interest and involvement in community service as an applicant to Rhodes and while at Rhodes commit to engage in approximately ten hours of weekly community service.

The Dr. Robert Irl and Anne Riley Bourne Scholarship was established by the Bournes, both members of the Class of '54, to be awarded to deserving students on the basis of academic promise and ability.

The Helen M. Bowld Scholarship is awarded each year to a student of religion in grateful memory of Miss Helen M. Bowld, a dedicated member of the college staff for many years.

The J. Bayard Boyle, Sr. Scholarship was created by the late Sam M. Fleming of Nashville to honor the memory of his good friend. Additional support was provided by Joanne Fleming Hayes and Toby S. Wilt. It is awarded to a student with financial need.

The Arabia Wooten Brakefield '42 and Betty Mae Wooten Michael Scholarship was established by their father, the late Mr. Hoyt B. Wooten, Memphis.

The Helen '51 and Denby Brandon '50 Scholarship was established in 1999 by Mr. and Mrs. Brandon in honor of their 50th class reunions.

The Theodore Brent Scholarship was established by Mr. Brent of New Orleans.

The LeNeil McCullough Broach Scholarship was funded through the estate of Ms. Broach, Rhodes alumna class of '29.

The C. Whitney Brown Scholarship was established by friends and family of the late C. Whitney Brown to provide assistance to economically disadvantaged Shelby County students, not otherwise able to attend Rhodes, sponsored by any Memphis organization dedicated to improving the future of Memphis youths. Preference is given to Memphis Boys Club/Girls Club members.

The Enoch Brown Scholarship, established by the late Mrs. Enoch Brown, Franklin, Tennessee, in memory of her husband, is awarded to students from Shelby County or Williamson County, Tennessee.

The Jean Brown Scholarship was established through a bequest from the late Miss Jean Brown of Hot Springs, Arkansas.

The Robert L. Brown Scholarship was provided through the estate of alumnus Robert L. Brown, Class of 1935.

The S. Toof Brown Scholarship was established by Whit Brown in memory of his father.

The W. C. Brown Memorial Scholarship was established by the children of the late William Clark Brown, Sr., Stamps, Arkansas.

The John H. Bryan Scholarship was established during his lifetime by the late John H. Bryan, Sr., West Point, Mississippi, founder of Bryan Foods.

The Annie Rose and Leslie H. Buchman Scholarship was established by Southern Fabricators, Inc., Mr. Paul Isbell, and the late Mrs. Buchman of Memphis.

The Mertie W. Buckman International Scholarships for Women are awarded annually to deserving junior and senior students with financial need to participate in Rhodes-sponsored programs abroad or in Rhodes' exchange programs. Preference is given to women students.

The Robert Buckman Scholarships for Study Abroad were established in 2003 by Rhodes trustee Robert H. Buckman and his wife Joyce Mollerup to enable qualified students to study abroad, either for a semester or for a complete academic year, and to then participate in the development of international awareness at Rhodes upon their return. Buckman Scholars must have completed at least two semesters at Rhodes at the time of the award and preference will be given to juniors or rising juniors. Demonstrated financial need may be a consideration in the granting of these scholarships. These scholarships are not available to students applying for summer program study. For more information, contact the Buckman Center for International Programs.

The Stanley Joseph and Mertie Willigar Buckman Scholarship was established by the late Mrs. Buckman to support students with need.

The Buntyn Presbyterian Church Scholarship was established to provide assistance to a student from Tennessee.

The Catherine W. Burrow Scholarship was established by the late Mrs. Burrow of Memphis.

The Betty Calandrucchio Scholarship, established by Mrs. Calandrucchio in memory of Dr. Peyton Nalle Rhodes, President Emeritus of the college, provides financial aid with preference given to female students who demonstrate financial need.

The Samuel Craighead Caldwell Memorial Scholarship was established by First Presbyterian Church, Hazlehurst, Mississippi.

The Wheeler Carleton Scholarship was established in 1947 by the Women of the Church of the Synod of Alabama. Preference is given to a Presbyterian student from Alabama.

The Dr. and Mrs. Herbert V. Carson Scholarship was established by Mr. and Mrs. Herbert V. Carson, Jr. of Houston in memory of his parents.

The Walter Chandler Scholarship was established by citizens of Memphis in honor of the former mayor of Memphis.

The Alice S. Christenson Scholarship was created in her honor by her son, Gray Stevens '82 and his wife Allison. It benefits students of high academic ability with demonstrated financial need. Preference is given to students from Alabama.

The Class of 1950 Scholarship was provided by alumni of the Class of 1950 in honor of their 50th Class Reunion in October, 2000.

The Yerger Clifton Scholarship was created by alumni and friends in memory of Dr. Yerger Clifton, Dean Emeritus of the British Studies at Oxford program.

The Jefferson K. Cole Scholarship was established by the late Mrs. Anna P. Cole of Memphis in memory of her husband.

The Elizabeth Williams Cooper '30 Scholarship was established by the late Mr. and Mrs. A. B. Cooper of Nashville in appreciation of the education that Rhodes

provided Mrs. Cooper.

The James Leonard Cooper Scholarship was established by his late daughter, Miss Lula W. Cooper.

The Mrs. John S. Cooper Memorial Scholarship was established by Mr. Douglas Johnston of Memphis in memory of his mother.

The Robert Emmet Craig Scholarship was established by his late wife, Mrs. Robert E. Craig, and his daughters, Mrs. Amelia Craig Lane and Mrs. Samuel Sanders III, New Orleans, Louisiana.

The Serena Crawford Scholarship for Women was initiated by alumnae Sallie Brooks Clark '76, Donna Kay Fisher '71, Katherine Maddox McElroy '77, Carol Ellis Morgan '76, and Sara Jeannette Sims '76 in memory of their friend Serena '75. It provides assistance to women students with financial need.

The Jere Lawrence Crook, Jr. Scholarship was established by a generous gift of the late Mr. Crook, prominent Memphis real estate developer, world traveler and civic leader. Preference is given to international students.

The Patsy Braswell Culverhouse '54 Scholarship was created in her memory by her husband Cecil Culverhouse and their sons Ian and Rob. The scholarship benefits a young woman who would not be able to attend Rhodes without financial aid.

The Ellen Davies-Rodgers Scholarship in Early Elementary Education was established by the late Dr. Ellen Davies-Rodgers. This scholarship is presented to an outstanding student with special interest in early elementary education.

The Dan W. Davis Service Scholarship was provided in 2005 through the estate of Dan W. Davis of Memphis. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Jefferson Davis Scholarship was established by the late Jefferson Davis and his widow, Jerdone, of Atlanta, Georgia, both alumni of the college, classes of 1931 and 1934. Mr. Davis served for many years as a member of the Board of Trustees.

The John Henry Davis Oxford Scholarships were established in 1974 when Rhodes College joined with British Studies at Oxford to assist Rhodes students of merit to attend Oxford. The scholarships honor Professor John Henry Davis, a Rhodes Scholar, a member of the history faculty for forty-four years, and President of British Studies at Oxford in the first four sessions. The scholarships are awarded on the basis of scholastic performance, leadership, and financial need and may be awarded to either a rising or graduating senior.

The Davison Scholarship was established by Mr. W. F. Davison, Misses Ethel and Marjory Davison, and Mrs. J. D. Crosby in memory of their parents. Preference is given to qualified students from the area formerly known as the Synod of Alabama.

The Mary Robertson Day Scholarship was established by the Watauga Chapter of Daughters of the American Revolution.

The A. Clark and Mary Cooper Dean Scholarship was established in 1992 to assist deserving students in receiving a liberal arts education.

The Dickson Family Scholarship is provided by the late Dr. Bonnie Adair Dickson, the late Frederick L. Dickson, Jr. '38 and the late Elizabeth Blue Dickson '39.

The Charles E. Diehl Scholarship was established from the estates of Mrs. Lula Reese and Erma Reese Solomon.

The Charles I. Diehl Scholarship was endowed by a bequest from Charles I. Diehl '31, who served as Dean of Men and Professor of Education for the college. It is awarded to a deserving student with demonstrated financial need.

The Diehl Scholarship in Voice was established in memory of Mrs. Christiana Nolte Diehl and Mrs. Katherine Ireys Diehl by members of the Diehl family and friends. This scholarship is awarded to a student majoring in voice based on academic achievement.

The Kathryn Ireys Diehl and Mary Pond Diehl Memorial Scholarship was established at Rhodes and supported through the generosity of Kathryn Diehl's son, the late Mr. Charles I. Diehl, and the Association of Rhodes Women.

The Christina Zengel Dinkelacker Memorial Scholarship was funded by family and friends of Christina '70. The scholarship goes to a deserving female student to enable her to study abroad with preference for programs in art, languages, and literature.

The Hugo Dixon Scholarship was established through a gift from the George H. McFadden and Bro. Fund of Memphis in memory of Mr. Dixon who was Chairman of the Board of Valmac Industries, patron of the arts in Memphis and the Mid-South, and business and civic leader.

The Elizabeth Rodgers Dobell Scholarship was established through contributions from family members and friends in memory of Elizabeth Dobell '58.

The Joseph A. Dungleinson Scholarship was established by the First Presbyterian Church of Selma, Alabama, in honor of its minister.

The Paul and Frances Durff Scholarship was provided by Judith Simono Durff '66 and Thomas H. Durff '65 to honor his parents. The scholarship is awarded to students with need from a Memphis public school.

The David Burns and Blanche Butler Earhart Scholarship was established by Mrs. Blanche Butler Earhart of Memphis.

The John A. Edmiston, Jr. Scholarship was established by his parents, Mr. and Mrs. John A. Edmiston, Sr.

The J. S. and Capitola Edmondson Scholarship was established by the late Mr. and Mrs. J. S. Edmondson of Memphis to aid worthy students.

The Mark A. Edwards '79 Memorial Fund was created with memorial gifts from his family and friends.

The John Farley Scholarship was established in 1990 upon his death by the family and friends of John Farley, Class of '37, a noted lawyer in New York.

The Anna and Jack D. Farris Scholarship was created by alumni couple Mark '82 and Elizabeth Sheppard '84 Hurley. It honors Anna Farris, former Associate Dean of the British Studies at Oxford Program at Rhodes, and the late Jack Farris, Professor Emeritus of English.

The Joseph Peyton Faulk Memorial Fund was established by Robert W. Faulk in memory of his father to aid worthy students with need from Tipton County, Tennessee, who are pursuing a full-time course of study leading to a bachelors degree.

The Federal Express Scholarship was established by the Federal Express Corporation.

The Nancy Tanner & James Rodney Feild Scholarship was established by J. Rodney Feild. Preference is given to pre-medical students with need who serve in a hospital or clinic treating private patients.

The Files Sisters Memorial Scholarship was established by the late Miss R. M. Files, Shreveport, Louisiana.

The James O. Finley '26 Family Scholarship, created by Dr. James G. Finley '62 and his wife Mary Lou Carwile Finley '64, provides financial aid with preference for students from Middle Tennessee.

The First Presbyterian Church Memorial Scholarship was established by the First Presbyterian Church of Gallatin, Tennessee.

The Josie Millsaps Fitzhugh Scholarship was established by The Josephine Circle of Memphis, in honor of its founder, the late Mrs. Gutson T. Fitzhugh, Memphis.

The Sarah Mackenzie Flemister and Robert C. Flemister, Jr. Scholarship was established by the late Mr. and Mrs. Robert C. Flemister, Jr. '26 of Birmingham, Alabama, for deserving students with need.

The Edgar Wiggin Francisco Scholarship and the Ruth Bitzer Francisco Scholarship were established by Dr. Edgar Wiggin Francisco, III '52 in honor of his father and mother.

The Fraser Lagniappe Scholarship Fund provides scholarship assistance to a nontraditional age student with financial need.

The John Chester Frist Memorial Scholarship was created by his brother, the late Dr. Thomas C. Frist, Sr., a Rhodes trustee. John was a member of the Class of 1928 and was a leader in many areas of campus life. He was a minister and leader in the Presbyterian Church until his death in 1959.

The T.M. Garrott, Jr. And Lina H. Garrott Scholarship was created through their estates to assist deserving students from Mississippi selected on the basis of academic promise and ability. Their son, Rhodes trustee Thomas M. Garrott, III has increased the value of the Garrott Scholarship through additional gifts.

The Robert L. Gay Service Scholarship was provided in 2005 through the estate of alumnus Robert L. Gay '62. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Mary and Elisha Gee, Jr. Scholarship, established in his memory by his widow, Mary Treadwell Gee, recognizes the many outstanding Rhodes College students who worked for him. The scholarship is awarded to students with need.

The Georgia Scholarships, endowed by an anonymous foundation, provide assistance to students with recognized leadership potential from middle-income Georgia families. Preference is given to members of the Christian faith.

The A. Benson Gilmore Memorial Scholarship was created by Rhodes trustee Vicki Gilmore Palmer '75 in honor of Dr. and Mrs. James H. Daughdrill, Jr., President Emeritus of the college and his wife, and in memory of Ms. Palmer's mother. It benefits minority students with financial need.

The Sally Pettus Gold Scholarship was established by Dr. Edward A. Mohns of Portland, Oregon.

The Goldsmith Family Scholarship was established through a gift from the Goldsmith Foundation in memory of Jacob and Dora Goldsmith.

The C. M. Gooch Scholarships were established by the will of Mr. C. M. Gooch, prominent Mid-South lumberman and businessman.

The Abe Goodman Memorial Scholarship was established by his sons, Charles, Abe, and William Goodman, Memphis.

The Dan F. Goodwin, Jr. Scholarship was given in honor of Dan F. Goodwin, Jr., member of Rhodes Board of Trustees for eight years. Preference is given to children of ministers from the states of Louisiana and Texas and selection is based primarily on financial need.

The Margaret Gorman Scholarship was established by John F. Gratz, Jr., of Memphis, to be given annually to that student who, in the judgment of the faculty of the Music Department, presents the greatest proficiency in the understanding and performance of the classical and romantic periods of music on the piano or to a deserving student majoring in music composition.

The Lorle and Neely Grant Scholarship was established by Lorle Grant, whose late husband, Neely, was a member of Rhodes Class of 1946. The scholarship is awarded to minority students with need.

The Fred R. Graves Scholarship was established by friends of the late Dr. Graves, longtime Presbyterian minister in Mississippi, and by Mr. and Mrs. Jere B. Nash, Jr., of Greenville, Mississippi. Income from the Fund is awarded each year on the basis of need and merit.

The Michael Grehl Scholarship was established in his memory by his late wife, Audrey, Scripps-Howard, family, and friends, to support deserving returning students who have financial need beyond the college's financial aid package. Mr.

Grehl was Editor of *The Commercial Appeal*, a Scripps-Howard newspaper.

The Hans and Frances Groenhoff Scholarship for Art and Art History Majors was established in memory of the world-famous photographer by his wife, the late Fran Groenhoff, and their friends. Recipients are limited to those students majoring in Art or Art History.

The Charles E. Guice Scholarship was established by members of the J.J. White Memorial Church and the Presbytery of South Mississippi.

The A. Arthur Halle Memorial Scholarship was established by trustees of the A. Arthur Halle Memorial Foundation, Memphis.

The James Hamilton Memorial Political Science Scholarship was established in his memory by gifts from Olivia Meyer Browne and is awarded to a deserving student.

The Hammond-Moore Scholarships were established by the late Mark B. Hammond, '39 and R. H. Hammond, Jr. in memory of their father, R. H. Hammond, and Dr. Moore Moore, both of Memphis.

The Dorothy Seymour Harnden Scholarship was established by the late Robert C. Harnden of Memphis in memory of his wife.

The Ethel Ashton Harrell '54 Scholarship, established by Dr. Harrell, gives preference to female students with documented financial need.

The Hassell Scholarship was provided through the estate of Pauline Hassell Nicholson to assist students from or near Wayne County, Tennessee.

The William Randolph Hearst Scholarship, created by the William Randolph Hearst Foundation of New York, provides assistance to African-American students.

The Frank H. Heiss Scholarship Fund, established by the New York City law firm of Kelley Drye & Warren in memory of its distinguished law partner and alumnus of Rhodes, Class of '28, is supported by his daughter.

The Imelda and Hubert Henkel Scholarship was created in their memory by their four children, all of whom are Rhodes graduates: Mike '79 and Frances '79 Henkel, Tim Henkel '81, Keith '83 and Linda '83 Henkel, and Michelle Henkel '86.

The J. D. and Evelyn Henry Scholarship was established by the late Mr. J. D. Henry, Selma, Alabama, in grateful and loving memory of the family. His wife, the late Evelyn Henry, also provided support for this scholarship.

The Francis G. Hickman Scholarship was established by Edwyna Hickman, of Memphis, as a memorial to her husband. Preference is given to a student majoring, or intending to major, in the Department of Anthropology/Sociology.

The Harold "Chicken" High Scholarship honors this outstanding 1933 graduate of Rhodes and is funded by John S. and Tan Heslip Hille, '69, '69. Preference is given to an outstanding member of Pi Kappa Alpha.

The Hohenberg Foundation Scholarship is awarded to a student with financial need.

The Beth Bevill Hollingsworth Scholarship was established by her sons Cyril E. Hollingsworth '64 and Donald M. Hollingsworth '67 of Little Rock, Arkansas. Preference is given to a student with need.

The David Wills Hollingsworth Scholarship was established by The First Presbyterian Church, Florence, Alabama, to honor the memory of their longtime minister. Scholarships are awarded on the basis of financial need, with preference to students from Alabama.

The Emily How Holloway Scholarship was established in her memory by her husband, the late E. Thompson Holloway, Sr. '33, and children Emily H. Walker '64, and E. Thompson Holloway, Jr.

The Elizabeth Hart and Horace King Houston Memorial Scholarship was established by the Reverend Horace K. Houston, Jr. This scholarship is given to an active member of a Presbyterian Church who is a resident of Essex County, New Jersey; Washington County, Mississippi; or Shelby County, Tennessee.

The Gabriel and Mattie Houston Scholarship was established in 1955 by the late Mrs. Houston of Oxford, Mississippi.

The Margaret Mason Jones Houts and J. Thayer "Toto" Houts Scholarship was established by the late Mr. J. Thayer Houts '37 and his wife, Mrs. Margaret Mason Jones Houts '40 of Memphis.

The Elizabeth J. Howard Scholarship was established by T. C. Howard of Covington, Tennessee, in 1937.

The S. Francis Howard Scholarship was established in 1979 by an anonymous donor in memory of Mr. Howard, Class of 1926.

The Thomas Percy Howard, Jr. Memorial Scholarship was established by members of the First Presbyterian Church of Tunica, Mississippi.

The John C. Hugon Scholarship was established by John C. Hugon '77 of Duncan, Oklahoma, to provide financial assistance to deserving students, perhaps in addition to that normally provided by the college. Additional funding was provided by McCasland Foundation.

The Joanne E. Hunt Memorial Scholarship was established by Mr. and Mrs. George B. Jones in memory of Mrs. Jones' daughter, an alumna of Rhodes, Class of 1960.

The Kristin D. and Vernon S. Hurst Scholarship for British Studies, established by alumna Kristin Dwelle Hurst '88 and her husband Vernon, provides aid for a Rhodes student participating in British Studies at Oxford.

The Margaret Hyde Council International Scholarship for Women was established by the members of the Margaret Hyde Council to aid students in study abroad opportunities. It is also supported by alumnae and friends of Rhodes. Preference is given to women students.

The Margaret Hyde Leadership Scholarship was created by Margaret Hyde Council board members Theresa Cloys Carl '75, Susan Logan Huffman '83, and Joellyn Forrester Sullivan '77. It gives preference to upperclass women who have demonstrated leadership in campus organizations, community service, or academics.

The Wendy and Bill Jacoway Scholarship was created by alumnus William H. Jacoway '62 and his wife Wendy.

The Sarah Elizabeth Farris and Thomas Francis Jackson Scholarship was established by Mrs. Elizabeth Jackson Hall and her son, T. Francis Jackson, III '62.

The Reverend William Nathan Jenkins Scholarship was established by his wife, the late Pearl C. Jenkins and his daughter, Miss Annie Tait Jenkins of Crystal Springs, Mississippi, to honor Mr. Jenkins, a Presbyterian minister and a member of Rhodes Class of 1895.

The Jane and J. L. Jerden Scholarship was established by Jane and J. L. Jerden of Atlanta, Georgia. Mr. Jerden is a member of the Class of 1959.

The Johnson Family Scholarship, created by alumnus Barry Johnson '83 and his wife Susanne Johnson, gives preference for aid to a student who exhibits an interest in religious studies as a major or entering full-time Christian ministry following graduation.

The Marshall P. Jones '59 Scholarship, funded through a bequest from Lawrence & Carrie Jaseph, honors their late son-in-law and Rhodes Professor Emeritus. It is awarded to a student with financial need with preference given to a minority student. Mr. Jones' widow, Lynn Jaseph Jones '59, also provides support for this scholarship.

The Paul Tudor Jones, M.D., Scholarship and the *Annie M. Smith Jones Scholarship* were established by the Jones family in memory of their parents.

The Walk C. Jones, Jr. Scholarship was established by Mrs. Walk C. Jones, Jr. of Memphis.

The Paul Tudor Jones III and Sara Shelton Jones Scholarship was established to

honor the memory of his parents by the estate of the late Paul Tudor Jones IV, Rhodes alumnus, Class of 1932, and life trustee. Primary emphasis for selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Henry M. and Lena Meyer Kahn Scholarship was created through the will of Jacob M. Meyer of Memphis.

The Estes Kefauver Memorial Scholarships were endowed by friends of Senator Kefauver, United States Representative, 1938-1948, and United States Senator, 1949-1963.

The Edward B. Klewer Scholarship was established by Dorothy Hughes Klewer in memory of her husband.

The Laurence F. Kinney Scholarship is named for the beloved Rhodes Professor of Religion. It was established in his memory by Mrs. Kinney.

The Hope Brewster Krushkov Memorial Scholarship in Music, created by her daughter Marli Krushkova, is awarded to a student in music.

The Edward B. and Elizabeth LeMaster Scholarship was provided in memory of her parents by trustee Elizabeth LeMaster Simpson '58 and her husband David L. Simpson, III '58. It is awarded annually to students with financial need to participate in Rhodes-sponsored European Studies, in Rhodes' exchange programs, or approved programs in the U.S.

The Jackie & Herbert S. Liebman and Marjorie Liebman Scholarship was given by the Liebmans to provide aid for a student from Shelby County with financial need.

The Cornelia Loper Lipscomb Music Scholarship was established by Edward L. Lipscomb of Memphis, father of Nell Lipscomb Martin and alumnae Martha Lipscomb Whitla '57 and Lynda Lipscomb Wexler '60, in memory of his wife and their mother. Preference is given to a female music student from a Southern state.

The Edward H. Little Endowed Scholarship was provided by the E. H. Little Trust.

The Robert Mann '47 Scholarship was provided through a bequest to provide financial aid for music students.

The James J. and Ada Manson Memorial Scholarship was established by their daughter, the late Lucille Manson Tate of New Orleans, and the First Presbyterian Church of New Orleans.

The Roma and Jeff A. Marmon, Jr. Memorial Scholarships were established by Mr. and Mrs. George Mallouk of Garden City, New York, and other friends and relatives. He was a member of the Class of 1939.

The Edward C. Martin, Jr. Scholarship was funded through the estate of Mr. Martin, Class of 1941. It is awarded to deserving students with financial need.

The Ireys Martin Scholarship, established by the Association of Rhodes Women, is awarded to a qualified female student.

The Maxwell Family Scholarship was established in memory of Mr. and Mrs. J. B. Maxwell of Dyersburg, Tennessee, by members of their family. Preference is given to students from West Tennessee.

The May Scholarship of Second Presbyterian Church of Little Rock, Arkansas, is provided through the proceeds of the Ruth May Gibb Trust as administered by Second Presbyterian Church, Little Rock, Arkansas. Preference is given to Arkansas students, with consideration given to financial need, academic achievement, and educational goals of the student.

The Robert D. McCallum Scholarship was created in honor of the late Robert D. McCallum, life trustee of Rhodes, by his friend Julian Robertson. Preference is given to students with partial financial need, and awarded on the basis of the students' high ethical values, leadership ability, and academic performance. The

purpose of the scholarships is to enable middle-income students who meet these criteria to get a Rhodes education.

The Gail McClay Scholarship was established in her memory by family, colleagues, and former students. Gail McClay was Associate Professor and Chair of the Education Department until her death in 1999. The scholarship benefits students in education with demonstrated financial need.

The William E. McClure '51 Service Scholarship was funded through the estate of William E. McClure; an alumnus of the class of 1951. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

The Anna Leigh McCorkle Work Study Scholarship was established by her family and friends to provide on-campus employment of students.

The Seth and Mary Ann McGaughran Scholarship for Creative Writing, established by Mr. and Mrs. McGaughran, is awarded to a deserving student with interest and ability in creative writing and who resides within 150 miles of Memphis.

The McGehee Scholarship was established by James E. McGehee & Company, Memphis. Priority is given to residents of Shelby County. Achievement, rather than need, is the principal consideration.

The John H. McMinn Scholarship was established by alumnus John H. McMinn III '68 of Miami, Florida.

The Louise Howry McRae Fine Arts Scholarship was established in 2005 through the estates of Louise Howry McRae '43 and Robert McRae '43 of Memphis. It provides financial aid for deserving students who are majoring in the fine arts and who have demonstrated experience and commitment to community service.

The Hilda Menke Scholarship was established by Milton and Elizabeth Picard and by Hubert and Stella Menke in memory of Mr. Menke's mother. The recipient is a deserving student from the Mid-South area.

The Frederick J. Menz Scholarship is supported by Douglas W. Menz '82 in memory of his father.

The Evelyn G. Millsap '47 Service Scholarship was created in 2005 through the estate of alumni Evelyn G. Millsap. It provides financial aid for deserving students who have demonstrated experience and commitment to community service.

The Kimberley S. Millsaps Scholarship was established by Mr. and Mrs. Kenneth E. Millsaps, with their family and friends, in memory of their daughter Kimberley Millsaps '90, who was injured in a car accident during her senior year at Rhodes. The Scholarship is awarded annually to a rising senior who is a member of the Alpha Omega Pi Sorority.

The Frank M. Mitchener, Sr. Scholarship was established by his daughters, the late Frances M. Scott '33 and Mary Rose M. Wilds, and his late wife, Mrs. Frank M. Mitchener, Sr. of Sumner, Mississippi.

The Edward A. Mohns Scholarship was endowed by the late Dr. Edward A. Mohns '24, Portland, Oregon, and his family to give financial support to students preparing for careers in the ministry or medicine.

The Pamela Palmer Montesi Scholarship for the Arts is a gift from Pamela Palmer Montesi '80 and her husband, Frederick Thomas Montesi, III, and their two children, Pamela Nicole Montesi and Frederick Thomas Montesi, IV '06 in honor of Pam's 25th Class Reunion in 2005. The scholarship aids students who demonstrate a love of the arts, regardless of academic major, with preference given to a student of music or the theatre. Primary emphasis for the selection of the recipients is based upon the student's genuine religious nature and integrity of character.

The Lewis Matthew Moore Scholarship was created in 1947 by Ethel Dean Moore in memory of her son. Preference is given to a student from Alabama.

The Mayo Moore Scholarship was established by the Tunica County Rotary Club.

The Virginia Lee Moore Scholarship, established by a Rhodes staff member in

memory of her mother, is awarded to students with need.

The William Insley Morris Memorial Scholarship was established by his sister Rosanna Morris '41. Mr. Morris served in the navy at various weather stations around the world.

The Norvelle Hammett and Adolphus B. Morton Scholarship was established by their daughter and son-in-law, Mr. and Mrs. A. D. Wilhelm, parents of alumnus Jack Wilhelm '75.

The Sanford Alvin Myatt, M.D. Scholarship was established by Mrs. Lewis J. Myatt of Memphis in memory of her son, a member of the Class of '66. Preference is given to a junior or senior pre-medical student.

The National Bank of Commerce Scholarship is provided to support deserving students with financial need.

The Fred W. Neal Scholarship was established by family and friends of the late Dr. Neal, Professor Emeritus of Religious Studies.

The Hugh M. Neely Scholarships were established by the late Mrs. Mary Sneed Neely, Memphis.

The Joe Neville Scholarships are sponsored by the Black Alumni Connection of the Rhodes Alumni Association in honor of Joe Neville, who worked in the Rhodes Physical Plant for 42 years. Mr. Neville, as the students called him, was always there for them with abiding friendship, encouragement and inspiration. The scholarship provides support for the emergency needs of minority students that exceed the college financial aid package.

The William Lucian Oates Scholarship was created in 1965 by the late Hugo N. Dixon of Memphis.

The 100 Club of Memphis Scholarship was endowed by the 100 Club of Memphis to assist Memphis and Shelby County law enforcement officers, firefighters, and their immediate family members.

The Edmund Orgill Scholarship was established by his friends in recognition of his outstanding church, civic, and educational services, and is awarded to students who have given evidence of interest in and concern for governmental processes.

The Ortmann-Cox Memorial Scholarship was established by the will of Bessie Cox Ortmann.

The George Marion Painter Memorial Scholarship was established by the First Presbyterian Church of Gallatin, Tennessee, and by Mrs. George M. Painter of Gallatin and Mrs. Priscilla Early of Memphis.

The May Thompson Patton Music Scholarship was established by Lynda Lipscomb Wexler '60 to honor her mother-in-law and is awarded to a student majoring in music.

The Bettye M. Pedersen Scholarship was established by Martha I. Pedersen '70 in memory of her mother. Preference is given to students with need who are from small towns in Tennessee, have declared an art major, and intend to teach art at some level.

The Israel H. Peres Scholarship was established by the late Hardwig Peres, LL.D. of Memphis, and friends of the late Israel H. Peres, former Chancellor in Memphis' Chancery Court. The scholarship is awarded to residents of Shelby County.

The Liz and Milton Picard Scholarship was created through gifts from Elizabeth Tamm Picard and her late husband.

The Clarence E. Pigford Scholarship was established by Mrs. Clarence E. Pigford of Jackson, Tennessee, to honor her husband who was a trustee of Rhodes College.

The Frances Pillow Memorial Fund was established in memory of Frances Pillow '72 by her family and friends. The fund is used to provide scholarships for Arkansas students.

The Julia and Moses Plough Scholarships were established by the late Mr. Abe

Plough in memory of his parents.

The William B. Power Scholarship was established by the Dixie Wax Paper Company of Memphis. Preference is given to students connected with DIXICO, as the company is now named, or to students from Canada.

The Mary Louise Pritchard '51 Scholarship was given at her 50th Class Reunion by Mrs. Pritchard in memory of Elizabeth Ann Pritchard and Patricia Barton Pritchard and in honor of Mary Louise Crawford.

The Morton D. and Elsie Prouty Scholarship was established by Mr. and Mrs. Morton D. Prouty of Florence, Alabama. Mr. Prouty was a member of Rhodes Board of Trustees.

The Schuyler Harris Pryor Scholarship was created by his mother, Mrs. Lutie Patton Shaw.

The Lynn Elizabeth Pyeatt Memorial Scholarship was established by her parents, Mr. and Mrs. Wayne W. Pyeatt, Memphis, Tennessee; her grandmother, Mrs. Lillian Pyeatt, Searcy, Arkansas; and by her friends. Income from the fund is awarded to women students majoring in music who have been nominated for this award by the Music Department and to a student majoring in math.

The William C. "Razz" Rasberry '30 Scholarship was established by Doris Rasberry Jones '59 in honor of her father, Rhodes alumnus and life trustee. The scholarship is awarded to students with financial need.

The Lieutenant Russell E. Reeves, Jr. Scholarship was established by his parents, Mrs. Russell E. Reeves and the late Mr. Reeves, Memphis. The income from this fund assists a worthy male student.

The Lorna Anderson Reimers Scholarship was established through her bequest. She was a Rhodes trustee from Jackson, MS.

The Linda Williams Rhea Scholarship was established by life trustee Herbert Rhea in honor of his wife.

The Percy M. and Ramona R. Rhea Scholarship was created in honor of his parents by Rhodes trustee Randall R. Rhea '77. It benefits students of high academic ability with demonstrated financial need.

The Alice Archer Rhodes Scholarship was established by the Association of Rhodes Women. Preference is given to a qualified female student.

Rhodes Service Scholarships are awarded to students who have demonstrated an exceptional record of leadership and service participation in their communities and who wish to become effective leaders who promote positive change in the world. They are provided annually by the Robert and Ruby Priddy Charitable Trust, Wichita, Texas, and Rhodes trustees J.L. Jerden '59 and Jane Jerden, Art Rollins '81 and Cathy Rollins, and board chairman Spence Wilson and Becky Wilson.

The Rich Memorial International Scholarship, created by alumna Mary Jack Rich McCord '51, provides aid for study abroad to students with demonstrated financial need. Preference is given to women students.

The Eleanor Richmond and Jessie Richmond Hooper Scholarship was established by family and friends. Ms. Richmond was a member of the Class of 1927 and Ms. Hooper the Class of 1935.

The Lou Anna Robbins Scholarship was established by Jess H. Robbins of Dyersburg, Tennessee. Preference is given to a student from First Presbyterian Church, Dyersburg, or a student from Dyer County.

The John F. Rockett Scholarship was created in 1991 in his memory through gifts from family, business associates, and friends. The scholarship is awarded to a junior or senior athlete who plans to attend medical school.

The Anne L. Rorie/Chi Omega Scholarship was established in her memory by her parents, Dr. and Mrs. J. E. Rorie, and by her friends and fellow students. Anne was a member of the Class of 1982.

The William M. Rosson Scholarship in Physics was established in 1989 to honor Conwood Corporation President, William Rosson. The scholarship is awarded to a student majoring in physics.

The Lucy W. Rowe Scholarship was provided by the late Mrs. Lucy W. Rowe and her daughter, Mrs. William R. Carrington Jones, Memphis.

The Jules B. Rozier Scholarships were established by the late Mr. Jules B. Rozier, Memphis.

The John Hunt Rutledge II Scholarship was provided by friends in memory of this outstanding leader from the Class of 1972.

The Schadt Foundation Scholarship is provided by the Schadt Foundation of Memphis to benefit a student with financial need.

The Billie J. Scharding Scholarship was established through a bequest of Mrs. Scharding.

The Stephen J. Schmidt, Jr. Scholarship was provided for students with need by the late Mr. Schmidt, Class of 1972.

The Dr. and Mrs. Perry D. Scrivner Scholarship was established by the late Mrs. Lucretia H. Scrivner of Lawton, Oklahoma. This scholarship is to be awarded to a worthy student interested in education as a profession.

The Second Presbyterian Church, Memphis, Scholarships are funded by Second Presbyterian Church. Preference is given to members of Second Presbyterian Church and members of churches affiliated with the Evangelical Presbyterian Church.

The Elder L. Shearon, Jr. Scholarship was created by The Southern Company to honor its late president and goes to a student with financial need.

The Clare Orman Shields '73 Scholarship was initiated in her memory by Louise Allen '77 and Jan Cornaghie. Additional funding was provided by her late husband, Lynn Shields, as well as family and classmates. It provides aid to women students with financial need. Clare Shields was a great advocate for women, having been both a pioneer and a role model for women in the legal community.

The Anne Shewmaker Scholarship was funded by her sister, the late Mary Shewmaker, with preference given to a female graduate of Central High School, Memphis.

The Robert and Seabelle Simono Scholarship was provided by Judith Simono Durff '66 and Thomas H. Durff '65 to honor her parents. The scholarship is awarded to students with need from Mississippi.

The Cindy and John Sites Scholarship was created by John Sites '74 and his wife Cindy of New York. This scholarship is awarded based on academic merit of the student.

The Katherine Hinds Smythe Scholarship was provided by Katherine Hinds Smythe '53 to assist deserving students who face financial crises which threaten their return to Rhodes. Preference is given to female students.

The William Spandow Scholarship in Chemistry was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in chemistry whose previous record indicates graduation with academic honors or with honors research.

The William Spandow Scholarship in Mathematics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in mathematics who is a candidate for the degree with academic honors or with honors research.

The William Spandow Scholarship in Physics was established by the late Mrs. Florence Gage Spandow, Memphis. This scholarship is awarded to a senior majoring in physics who is a candidate for the degree with academic honors or with honors research.

The C. L. and Mildred W. Springfield Honor Scholarship was established by Mr. James F. Springfield '51 of Memphis to honor his mother and his father, who was

for many years Comptroller of the college.

The Mark Lee Stephens Scholarship was established in his memory by his parents. This award goes to a rising sophomore majoring in Theatre. Mark was a member of the Class of 1988.

The Edward Norrel Stewart Scholarship, created by the late Dr. Ellen Davies-Rodgers, is awarded to a student in business or commerce.

The Tommye Virginia Stewart '53 Scholarship was established by the alumna's sister, Mrs. Dorothy Shepherd, for deserving students with need.

The Dr. Thomas E. and Peggy C. Strong Scholarship was established by family and friends on the occasion of his retirement from medical practice. Dr. and Mrs. Strong, members of the classes of 1954 and 1955, have subsequently increased the value of the Strong Scholarship through their own gifts. It is awarded to students with financial need selected on the basis of academic achievement and promise.

The Warren Ware Sullivan Memorial Scholarship was established by his father, Mr. H. P. Sullivan, Walls, Mississippi, and friends of the family.

The Gene Dickson Symes Scholarship was established by members of Webster Groves Presbyterian Church, Webster Groves, Missouri, in honor of their Organist Emeritus, Gene Dickson Symes '45.

The Jack H. Taylor Scholarship in Physics was created in 2005 by alumnus Charles W. Robertson, Jr. '65 and his wife Patricia K. Robertson. From 1956 to 1992, Dr. Jack H. Taylor '44 served on the Rhodes faculty as Professor of Physics. Dr. Robertson was inspired by Dr. Taylor and pursued a very successful career in physics after graduation. The scholarship, restricted to students studying physics, is awarded through application and competitive process.

The Jack H. Taylor Scholarship was established in 2000 by Harry L. Swinney '61 in honor of his Rhodes mentor, Jack H. Taylor '44, Professor Emeritus of Physics. The scholarship is restricted to students majoring in the physical and biological sciences.

The Mary Allie Taylor Scholarship was created through the will of Miss Taylor, Class of 1933.

The Tennessee Churches Scholarship was funded by the Presbyterian Churches of Tennessee and the Synod of Tennessee in the mid-1970's. Preference is given to a Presbyterian student.

The Whit Thomas Scholarship was established in his memory by the Sigma Nu Fraternity Epsilon Sigma Chapter at Rhodes.

The Edward F. Thompson Scholarship Fund was established by the late Mr. Thompson, a member of Rhodes Class of 1929 and retired economist with Union Planters Bank of Memphis.

The Frances Tigrett Service Scholarship was funded through the estate of Frances Tigrett of Jackson, Tennessee. The scholarship is awarded to students who commit to performing ten hours of community service weekly.

The Emma Dean Voorhies Boys Club Scholarship was established by the Boys Club of Memphis to provide assistance to a Boys Club member.

The Edith Wright Wallace Scholarship was established in her memory by her mother, the late Ethel Winfrey Wright. It is awarded to students with need.

The Dr. Robert R. and Sarah Pickens Waller Scholarship was established by alumna Sarah Waller '63 and her husband, trustee Robert Waller.

The Harry B. Watkins, Jr. Memorial Scholarship was created by the First Presbyterian Church of Dyersburg, Tennessee.

The Henry C. Watkins Scholarship was established by Mr. Edmund Orgill, C.I.T. Financial Services, and C.I.T. executives.

The Dr. and Mrs. Paul McLauren Watson Scholarship was established with a gift from Rose Lynn Barnard Watson '38 and the late Lauren Watson '37 of Memphis.

The Walker Wellford, Jr. Scholarship was established in his honor by his wife, the late Minnie Lundy Wellford '29, and is awarded to a deserving student. The late Mr. Wellford '29 was secretary of the Board of Trustees from 1957 to 1961.

The Gordon White Scholarship was established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee.

The Mary Kennedy Lane White Scholarship was established by Mrs. Alice B. Buell. It is restricted to a student from Giles County, Tennessee.

The Lettie Pate Whitehead Scholarships are awarded on an annual basis by the Lettie Pate Whitehead Foundation of Atlanta. These scholarships are awarded to deserving female students from nine southern states named by the Foundation.

The Charles B. Wiggin and Aileen Smith Wiggin Scholarship was established in 2004 through the estate of Aileen N. Wiggin of Meridian, Mississippi. Preference is given to students who are Mississippi residents.

The Russel S. and Theresa L. Wilkinson Scholarship was established by a friend of Mr. Wilkinson to provide scholarship assistance to students attending Rhodes.

The Jane Wittichen Williams and Ernest B. Williams III Scholarship, provided by alumna Mrs. Williams '52 and her husband, gives preference for aid to upperclassmen who exhibit a commitment to community service.

The M. J. Williams Scholarship honors the former Director of Finance at Rhodes.

The Jim and Jackie Williamson Scholarship was created by James C. Williamson '50 and Jacqueline Newman Williamson '52 in honor of their 50th class reunions.

The B. Oliver Wood Scholarship was established by Mr. and Mrs. B. Oliver Wood, Jr. of Midland, Texas, in memory of his father, an alumnus in the Class of 1915.

The Mrs. Grey S. Wurtsbaugh Scholarship is awarded to a student with financial need with preference given to students from Shreveport, Louisiana.

The John Thomas Wurtsbaugh Scholarship was established by Mrs. John Thomas Wurtsbaugh, Shreveport, Louisiana, in memory of her husband.

THE CAMPUS

The following alphabetical listing of Rhodes buildings includes functions of these facilities and the names of those who made the buildings possible. Thirteen campus buildings and two permanent gateways are listed on The National Register of Historical Places.

The Alburty Swimming Complex, given through the generosity of the late E. A. (Bob) and Emily Beale Alburty, was dedicated May, 1977.

*The Ashner Gateway** is a memorial to I. W. and Sallie Ashner, established by Mrs. Julius Goodman and Mrs. Ike Gronauer of Memphis

Bailey Lane, the north campus drive between Snowden Street and Charles Place, was named in 1998 for Memphian Edgar H. Bailey, Rhodes life trustee, and his wife Ann Pridgen Bailey, Class of 1947, in grateful appreciation of their vision, generosity and devoted service to Rhodes.

The Paul Barret, Jr. Library is a state-of-the-art facility, made possible by a major gift from the Paul Barret, Jr. Trust. The Library opened during the summer of 2005. Paul Barret, Jr., a graduate of the class of 1946 who died in 1999, was the nephew of Mr. and Mrs. A.K. Burrow, who provided for the construction of the 1953 Burrow Library.

*Bellingrath Residence Hall** was dedicated October 18, 1961, in memory of Dr. Walter D. Bellingrath, Mobile, Alabama, a long-time friend and benefactor of the College.

Blount Hall, a residence hall completed in 1986, was dedicated on October 17, 1996 in recognition of Carolyn and Wynton Malcolm Blount as distinguished leaders, benefactors and friends of Rhodes.

Boyle Court, provided by the employees of Boyle Investment Company in memory of Chairman Emeritus J. Bayard Boyle, Sr., was dedicated January 23, 1997. In 1998, as part of the 150th Anniversary celebration of Rhodes, a time capsule was buried in Boyle Court, to be opened in 2048.

The Thomas W. Briggs Student Center, provided through the generosity of the late Mr. and Mrs. Thomas W. Briggs of Memphis, augmented by gifts of parents and other friends, was dedicated May 2, 1966. It houses a bookstore, mailroom and offices. Extensive renovation of the building was completed in 1991. The Rhea Student Lounge, dedicated July 19, 1989, is a gift of Linda and S. Herbert Rhea. The James A. Matthews Lobby was dedicated April 7, 1997, in memory of the long-time friend of the College. In 2004, the mailroom and Rhea Lounge were renovated and relocated within the building.

The Bryan Campus Life Center, dedicated January 23, 1997, was given in honor of Catherine Wilkerson Bryan by her four children, John Henry Bryan, Jr., Caroline Bryan Harrell, family of Catherine Bryan Dill, George Wilkerson Bryan and by Bryan Foods of West Point, Mississippi, co-founded by her husband, the late John Henry Bryan, Sr. The Center encompasses a performance gymnasium, a three-court multiuse gymnasium, racquetball and squash courts, a state of the art fitness room, an indoor jogging track and accommodations for student social events, lectures and other campus occasions. Other activity areas include:

- *The L. Palmer Brown Lynx Lair*, a student recreation area housing the snack bar, billiards and other game rooms, TV viewing and lounge areas.
- *The Brenda and Lester Crain Reception Hall* provides elegant accommodations for campus social events and other special occasions.
- *The Dunavant Tennis Complex*, the gift of Dr. Tommie S. and William B. Dunavant, Jr., includes ten lighted courts and stadium seating built to NCAA National tournament standards.
- *The William Neely Mallory Memorial Gymnasium* is the site of Rhodes' intercollegiate athletic events. It was dedicated December 10, 1954, in memory of Major William Neely

Mallory, Memphis, who was killed in an airplane crash in Italy on February 19, 1945. Major Mallory became a member of the Board of Directors of Rhodes in 1937, and in 1938 became Treasurer of the College, which office he held at the time of his death.

- *The McCallum Ballroom* is named in honor of Virginia J. and Robert D. McCallum, Chair of Rhodes Board of Trustees from 1969 to 1981.
- *The Ruth Sherman Hyde Gymnasium*, made possible by gifts of the J. R. Hyde family, was dedicated March 17, 1971. It now houses three racquetball courts and an aerobics/dance studio.

Buckman Hall was named in honor of Mertie W. Buckman and the late Stanley J. Buckman and their family. It houses the departments of International Studies, Economics and Business Administration, Political Science, Language Laboratory, and Wynton M. Blount Lecture Hall. The building features Daughdrill Tower, which honors President and Mrs. James H. Daughdrill, Jr. and was provided anonymously by an alumna-trustee of the College. The building was dedicated October 24, 1991.

Adrienne McMillan Burns Memorial Labyrinth, given in 2005 in memory of the Class of 1988 alumna.

The Burrow Library,* given through the generosity of the late Mr. and Mrs. A. K. Burrow, Memphis, was dedicated October 8, 1953 and renovated in 1988.

The Catherine Burrow Refectory named in honor of the late Mrs. A. K. Burrow, Memphis, is the College's main dining facility. It encompasses:

- *The Alburty Room*, named in honor of Rhodes Trustee the late E. A. Alburty.
- *The Davis Room*, named in honor of the late Thomas B. Davis of Memphis.
- *The Hugh M. Neely Hall*,* the original dining hall on campus, dedicated on November 13, 1928. It was provided through the generosity and affection of the late Mrs. Mary Sneed Neely as a memorial to her husband Hugh M. Neely, a heroic soldier and public-spirited citizen;
- *The Margaret Ruffin Hyde Hall*,* built in 1958 and dedicated in 1993 in honor of the late Dr. Margaret R. Hyde, alumna Class of 1934, benefactor and Trustee of the College.
- *Rollow Hall*, built in 1987, and dedicated on Oct 26, 2002, by Ann Rollow Ross '52 in memory of her parents, John '26 and Louise Mayo Rollow '30, and her sister Lisa Rollow Justis '55.

The S. DeWitt Clough Hall, erected in memory of S. DeWitt Clough of Chicago, houses the Departments of Anthropology/Sociology and Psychology. The Clough-Hanson Gallery and the Department of Art are located in the Hugo H. Dixon Wing. Clough Hall was dedicated October 14, 1970.

Claire Markham Collins Meditation Garden, given 2005 by the family of Garnet J. Caldwell '05 in memory of the Class of 1981 alumna.

Dan Davis Court was named in 2004 in memory of Rhodes benefactor and friend Dan W. Davis, 1923-2002. The court is bounded by Robb Hall, Catherine Burrow Refectory and Berthold S. Kennedy Hall.

James H. Daughdrill, Jr. Meditation Garden, dedicated April 28, 1999. Located to the south of Fisher Garden, the Daughdrill Meditation Garden is a gift of the students of Rhodes.

Diehl Court, dedicated on October 8, 1983, was provided by the Class of 1933 in gratitude to Charles E. Diehl, President 1917-1949, and to his devoted administrative assistant Erma Reese Solomon. The sculpture of President Diehl is by the artist Edwin Rust.

East Village, consisting of Buildings A and B, was opened in August 2001, and provides apartment-styled living areas for juniors and seniors. East Village includes a Lodge that provides space for recreation and meetings.

*Ellett Residence Hall** was dedicated December 18, 1956, in memory of Dr. E. C.

Ellett, Memphis, an alumnus of Rhodes.

The Frazier Jelke Science Center, housing the Department of Biology, was dedicated October 19, 1968, in memory of Mr. Frazier Jelke of New York.

The Hubert F. Fisher Memorial Garden was provided in 1941 by Mrs. Hubert F. Fisher as a memorial to her husband, Congressman Fisher. The garden with its permanent stone stage is the scene of commencement exercises and other College functions.

Alfred C. Glassell Residence Hall was dedicated May 2, 1968, in memory of Alfred C. Glassell of Shreveport, Louisiana, an alumnus of Rhodes and a member of its Board of Trustees 1929-1938 and 1943-1958.

Gooch Hall,* erected in 1962, was dedicated on October 22, 1981, in memory of Boyce Alexander and Cecil Milton Gooch. The building adjoins Palmer Hall and the Richard Halliburton Memorial Tower and houses the Office of the President, and the Offices of Student Affairs and the Academic Deans. The first floor reception area contains cases for exhibits selected from the Jessie L. Clough Art Memorial for Teaching. A portion of the funds required for its construction was provided by the late S. DeWitt Clough and his wife, Rachel Clough, of Chicago.

The Richard Halliburton Memorial Tower,* provided by the late Mr. and Mrs. Wesley Halliburton, Memphis, parents of the distinguished world traveler and author, was dedicated October 17, 1962.

The Frank M. Harris Memorial Building,* provided by the generosity of the late Mrs. Nannie P. Harris, Memphis, as a perpetual memorial to her beloved son, Frank M. Harris, was dedicated June 6, 1938.

Hassell Hall, housing the Music Department, was a gift of the Hassell Family of Clifton, Tennessee, and other friends and alumni of Rhodes. It contains the Tuthill Performance Hall, dedicated in 2003 and named in memory of Burnet C. Tuthill, the College's first Director of Music. The building was dedicated on April 27, 1984.

*The Hunt Gateway** is a memorial to Captain William Ireys Hunt, M.D., Class of 1934. The gift of the First Presbyterian Church, Greenville, Mississippi, this memorial was dedicated on May 31, 1948.

Berthold S. Kennedy Hall,* erected in 1925, was remodeled in 1968 to house the Department of Chemistry. It was dedicated on October 19, 1968 in honor of Rhodes alumnus Dr. Berthold S. Kennedy, of Anna Maria, Florida.

Dorothy C. King Hall, formerly the national headquarters for Pi Kappa Alpha Fraternity, is named in honor of Rhodes' long-time friend and benefactor and houses the Meeman Center for Lifelong Learning and the Office of Development.

The Edward B. LeMaster Memorial Gateway, a symbol of the close ties between the College and the city of Memphis, was dedicated in 1983 to the memory of the prominent Memphian who was instrumental in the College's move to Memphis.

The McCoy Theatre, given by the McCoy Foundation, established by the late Harry B. McCoy, Jr., Memphis, in memory of his parents, Minetry and Harry McCoy, was dedicated on January 21, 1982.

The Moore Moore Infirmary,* made possible through a bequest of the late Dr. Moore Moore, Sr., beloved College Physician and Secretary of the Board of Directors from 1925 until his death June 28, 1957, was dedicated June 2, 1962, as a memorial to his wife, Ethel Shirley Moore.

Ohlendorf Hall, erected in 1968, was dedicated July 2, 1996, in honor of Rhodes Trustee Harold F. Ohlendorf, Class of 1931, and his wife Bruce in grateful appreciation of their service to the College. The Building houses the Department of Mathematics and Computer Science and the Buckman Mathematics Library, dedicated October 19, 1968, the gift of the late Dr. Stanley Buckman and his associates at Buckman Laboratories, Inc.

Palmer Hall,* erected largely by contributions from the people of New Orleans in memory of Dr. Benjamin Morgan Palmer, for many years pastor of the First

Presbyterian Church, New Orleans, was dedicated November 27, 1925. Palmer Hall is home to classrooms, administrative offices and the Hardie Auditorium.

Phillips Lane, the front entrance to the campus, was named in 1994 in honor of Weetie and Harry Phillips of Memphis and in grateful appreciation of their vision, generosity and devoted service to Rhodes.

The Peyton Nalle Rhodes Tower, erected in 1968, is named in honor of Rhodes Professor of Physics (1926-1949), President (1949-1965) and President Emeritus (1965). The building houses the Department of Physics and was dedicated on April 23, 1981.

The Physical Plant Building, erected in 1999, houses Physical Plant offices and the Purchasing Department. *The Frances Falls Austin Conference Room and Office Complex*, given in memory of his mother by Memphis business and civic leader Falls Austin, was dedicated in December, 2003.

*Robb Residence Hall** was named in memory of Lt. Col. Albert Robb, attorney, who was a member of the Board of Directors of Stewart College at the time the Presbyterian Church assumed control of Montgomery Masonic College in 1855. In 1859, he donated the land on which the first residence for men students was erected in Clarksville, Tennessee, where Rhodes was located until 1925.

Robinson Hall, completed in 1985, also serves as one of the College's primary summer conference residence facilities and contains space for 84 residents. It was dedicated on December 17, 1989, in memory of James D. Robinson, Memphis business leader, founder of Auto-Chlor, Inc.

The Rollow Avenue of Oaks, dedicated in 1976, were planted south of Palmer Hall as seedlings brought from the Clarksville campus by alumnus and college engineer John A. Rollow, class of 1926.

Spann Place, completed in 1987, was named in honor of the late Jeanette S. Spann, Class of 1930 and Honorary Trustee of the College. This complex comprises five townhouses for innovative student housing.

Stewart Residence Hall, formerly a faculty residence, is a student residence hall which was most recently renovated in 2001.

Thomas Lane, between Ashner Gateway and Kennedy Hall, was named in 1997 to honor Nancy and James A. Thomas III, class of 1962, in recognition of their generosity and service to Rhodes.

Margaret Townsend Residence Hall was dedicated June 3, 1961, in honor of Margaret Huxtable Townsend, a member of the Rhodes faculty from 1918 to 1954, and who was Rhodes' first Dean of Women, serving in that capacity from 1925 to 1952. A Conservatory for meetings and recreation was added in 2002 and is located in a courtyard formed by Townsend, Trezevant and Voorhies Halls.

Suzanne Trezevant Residence Hall, given by Edward H. Little in memory of his wife, Suzanne Trezevant Little, was dedicated on November 18, 1966.

Voorhies Residence Hall, provided through the generosity of the late Mrs. Emma Denie Voorhies, Memphis, was dedicated April 10, 1948.

Lee B. Wailes Court, bounded by Halliburton Tower, Robb Hall, White Hall and Ashner Gateway, is named in grateful recognition of the generosity of Lee B. Wailes, class of 1929, and was dedicated September 23, 1988.

*Gordon White Residence Hall,** a memorial to Dr. Gordon White, established by his sister, the late Mrs. Lizzie Gordon White Hood, Nashville, Tennessee, was dedicated November 13, 1947.

The Williams Prayer Room, an intimate chapel in Voorhies Hall, was given in memory of John Whorton and Anna Fletcher Williams by their children Sallie P. and Susan Fletcher Williams. It was dedicated on April 10, 1948.

Anne Marie Caskey Williford Residence Hall, erected in 1969, was dedicated April 23, 1980, in memory of Anne Marie Williford, class of 1952, who was Dean of Women (1968-1975) and Dean of Students from July 1, 1975, until her death July 19, 1979.

COLLEGE SPONSORED LECTURE SERIES

The academic life of Rhodes is enhanced considerably by annual sponsored programs which make it possible for authorities in various fields of study to come to the College and to participate in a variety of events with faculty and students.

THE FRANK M. GILLILAND SYMPOSIUM

The Frank M. Gilliland Symposium was established in 1984 by Tandy Gilliland and by Jim and Lucia Gilliland. The Symposium is presented in memory of Frank M. Gilliland, a prominent Memphis lawyer and active community citizen committed to the understanding of social and ethical issues confronting America. It brings to Rhodes well-known speakers in the fields of history, international studies, and English to address social and moral issues of importance to American society.

THE HARRY B. MCCOY, JR. VISITING ARTISTS PROGRAM

The Harry B. McCoy, Jr. Visiting Artists Program was established in 1978 in honor of the late Harry McCoy, a Memphis real estate developer who died in 1966. The purpose of the program is to introduce Rhodes students to various art forms and to the performing artists themselves. The McCoy Visiting Artists Program has brought to Rhodes an impressive variety of performing artists.

THE LILLIAN AND MORRIE MOSS ENDOWMENT FOR THE VISUAL ARTS

Established in 1984, the Moss Endowment brings to the College each year guest lecturers and visiting scholars in the fields of art, art history, and criticism for the benefit of Rhodes students and the Memphis community. This series has attracted national attention for its roster of speakers selected from the world's leading experts in the fields of art and art history.

THE PEYTON NALLE RHODES PHYSICS LECTURE SERIES

Annually since 1984, the Peyton N. Rhodes Physics Lecture Series has brought to the campus and community experts in the physical sciences and astronomy. Endowed by friends of the former physics professor, president and namesake of the College, the lecture series has acquainted students, faculty, and friends with new developments and changing interpretations of the physical world.

JAMES F. RUFFIN LECTURE IN THE FINE ARTS

Established in 2001, the James F. Ruffin Lecture in the Fine Arts brings to campus speakers and symposia focused on the visual arts. The lectures are funded by a 1999 bequest from the late James F. Ruffin, founder and operator of Ruffin's Import and Interiors.

THE SPRINGFIELD MUSIC LECTURES

The Springfield Music Lectures were established in 1991 by a bequest from the late John Murry Springfield, '51. Each year an outstanding musicologist, researcher, music historian or music theorist presents both formal and informal lectures that foster an increased appreciation of music as an academic discipline. These lectures are open to the public as well as to the Rhodes community.

AWARDS AND HONORS

DEPARTMENTAL AWARDS 2004-2005

Anthropology/Sociology

Frances and Edwina Hickman Award

Mary Claire Giffin

Art

Apollonian Award for Art History

Georgianna Bowersox

Dionysian Award for Studio Art

Molly Chapman

Sally Becker Grinspan Award for Artistic Achievement

Traci Allen

Biology

Award for Excellence in Biology

Charles A. Hartigan, Jr.

Award for Outstanding Research in Biology

Lauren Fay

Katherine Jameson

Award for Excellence in First-Year Biology

Sarah Mercer

Chemistry

CRC First-Year Chemistry Award

Shruti Acharya

Michael E. Hendrick Award in Organic Chemistry

Emily Backues

ACS Analytical Chemistry Award

Rachel Methvin

William Spandow Scholarship in Chemistry

Andrew Godfrey-Kittle

Economics/Business Administration

The Seidman Awards in Economics

Senior:

Courtney Collins

First-Year/Sophomore:

Daniel Heacock

Meredith Huddleston

The Wall Street Journal/Departmental Award in Finance

Jeremy Clark

The Ralph C. Hon Award

Matthew Dement

The Sue Legge Accounting Scholar Award

Lynn Keathley

The Lynn Nettleton Prize

Pratik Patel

The Robert D. McCallum Competitive Enterprise Award

Katherine Stevens

Education

Joye Fourmy Cobb Romeiser Award

Sarah Hildenbrand

English

John R. Benish Award

Lisa Ulevich

Jane Donaldson Kepple Writing Prizes

First-Year Student English Essay Prize

Amy DeLong

Senior English Essay Prize

Heather Ross

Creative Writing (Fiction)

Abigail Sanders

Creative Writing (Poetry)

Christina LaPrease

Scholarly Essay

Caroline Bishop

Allen Tate Creative Writing Award (Poetry)

Jacquelyn Ruick

Allen Tate Creative Writing Award (Fiction)

Ryan Call

Greek and Roman Studies

The Spencer Greek Award

Caroline Bishop

History

John Henry Davis Award

Hailey Hopper

Phi Alpha Theta Scholarship Award

Erin Lawton

The Douglas W. Hatfield Award

Calvert Tooley

International Studies

Bobby Doughtie Memorial Award

Dane Meyer

Anne Rorie Memorial Award

Sunita Arora

Donald J. Gattas Memorial Award in Middle East Studies

Leslie Longtin

Sarah Sanders

Interdisciplinary Humanities
**THE SEARCH FOR VALUES IN THE LIGHT
OF WESTERN HISTORY AND RELIGION**

Fred W. Neal Prize

Jennifer Thompson

W.O. Shewmaker Award

Emily Popp

THE LIFE: THEN AND NOW PROGRAM

The Milton P. Brown, Jr. Award

Katie Frink

The Robert G. Patterson Award

Matthew Horton

Mathematics and Computer Science

The Jack U. Russell Awards

Outstanding Work in First-Year Mathematics

Sara LaPlante

Sarah Mercer

Outstanding Work in Second-Year Mathematics

Ross Dawkins

Outstanding Senior

Adam Isom

William Spandow Scholarship

Michael Siler

First-Year Computer Science Award

Tobias O'Leary

Modern Languages and Literatures

Jared E. Wenger Award

Logan Wheeler

The Thakker-Freeman Chinese Studies Award

Evan Chase

Music

Ruth Moore Cobb Award in Instrumental Music

René Orth

Louise Mercer Award

Terese Holm

Louis Nicholas Award in Vocal Music

Taylor Driskill

Philosophy

The Laurence F. Kinney Prize

Stephen Ogden

Physics

Physics Department Award

Drew Shores

William Spadow Scholarship in Physics

Jeffrey France

Political Science

The Seidman Awards in Political Science

Senior Seidman Award

Paul Plekon

First-Year Seidman Award

Katie Frink

Mike Cody Award in Political Science

Todd Ridley

Abe Fortas Award for Excellence in Legal Studies

Craig Cooper

Burgess Award for Research

Robbie West

Psychology

E. Llewellyn Queener Award for Academic Excellence

Paige Mossman

Korsakov Award for Departmental Citizenship

Stephanie Albury

Meredith Guillot

Religious Studies

The Religious Studies Award

Matthew Wilson

The Mollie Royall McCord Memorial Prize in Bible

Daniel Webb

The Belz-Saharovici Award in Holocaust Studies

Jonathan Nelson

Theatre

Outstanding Senior Award

Rachel Martsolf

Mark Lee Stephens Memorial Scholarship

James Short

The Clarence Day Award for Outstanding Teaching

Established in 1981 by Mr. Clarence Day, this award is given annually to a full-time member of the teaching faculty at Rhodes to recognize excellence in teaching. The 2004-05 Clarence Day Award for Outstanding Teaching was awarded April 29, 2005 to Dr. Steven J. Ceccoli, Assistant Professor of International Studies.

The Dean's Award for Research and/or Creative Activity

Established also by Mr. Clarence Day is the Dean's Award for Research and/or Creative Activity to be bestowed only when warranted by faculty research or creative endeavor. The 2004-05 Dean's Award for Outstanding Research and/or Creative Activity was presented April 29, 2005 to Dr. Daniel G. Arce, Professor of Economics.

NON-DEPARTMENTAL AWARDS

The Peyton Nalle Rhodes Phi Beta Kappa Prize
Stanley Ray Vance, Jr.

The Algernon Sydney Sullivan Awards
Sunita Arora
Stephen Ogden

The Non-Student Award
Jane Cady Wright

Estelle R. Cone Award
Lauren M. Bell

Mel G. Grinspan Internship Award
Lauren M. Bell

The Jane Hyde Scott Awards
The Ruth Sherman Hyde Award in Music
Leigh Bonner

The Joseph Reeves Hyde Award in Religious Studies
Meaghan Hines

The Jeanne Scott Varnell Award in Classical Languages
Andrew Willey

The Margaret Ruffin Hyde Award in Psychology
Sandra Keller

The Robert Allen Scott Award in Mathematics
Michael Siler

Omicron Delta Kappa Sophomore Man of the Year
Joel T. Parson

Mortar Board Sophomore Woman of the Year
Virginia E. Davis

Seidman Trophy in Athletics
Corletra Mance

Susan Tidball Means Award in Women's Studies
Emily J. Clark
Matthew T. Lovett

The Louise and Ward Archer, Sr. Award for Creativity
Lynsey Major

The Robert Tate Wolcott Memorial Award
Tabbetha L. Martin

John Henry Davis Scholarships for British Studies

Katherine Bonds
Whitney Howell
Rachel Pigg

Elizabeth Henley Scholarships for British Studies

Tracy Conn

Yerger Hunt Clifton Scholarships for British Studies

Matthew Lovett

Kristen and Vernon Hurst Scholarship for British Studies

Sara Babb

Margaret Hyde Council International Scholarships for Women

Julie Bitely
Taylor Casey
Rachel Methvin
Jessica Murphy
Claire Patrick
Lauren Neupert
Kristin Wood

LeMaster Scholarships for Study Abroad

Nicholas Bobo
Paul Carls
Ryan Childs
Beau Gambold

Mertie Buckman International Scholarships

Sarabeth Menz
Dane Meyer
Samad Samana

Buckman Scholarships for Study Abroad

Jacob Cremer
Laura Dallas
Catherine Bloom
Colin Strickland

RHODES INSTITUTE FOR REGIONAL STUDIES FELLOWS

Katharine Ackerman
Anna Alexander
Patrick Crouch
Elizabeth de Mahy
Adam Doupe
Christine Hendrickson
Ruth Houston

Courtney Jones
Meredith Huddleston
Danielle Mashburn
Anna E. Phillips
Sara Rutherford
Stephanie Swindle
David Tyler
Evan Volgas
Ellen Whitten

Hall of Fame

Sunita Arora
Christine Coy
Mary Claire Giffin
Stephen Ogden
Brenna Ragghianti
Stanley Vance

SPECIAL SCHOLARSHIP AWARDS

The Fulbright Fellowship

Logan Wheeler

The NCAA Postgraduate Fellowship

Daniel Heine

The Goldwater Scholarship

Rachel Methvin

Emerson Hunger Fellowship with the Congressional Hunger Center

Rebekah Miller

Rockefeller University Summer Undergraduate Research Fellow

Bethany Drehman

DISTINGUISHED SERVICE MEDAL

Robert and Ruby Priddy Charitable Trust

COMMENCEMENT

DEGREES CONFERRED

May 14, 2005

NOTE: Degree candidates graduating *summa cum laude* have attained an overall collegiate grade point average of 3.9500. Those graduating *magna cum laude* have attained a 3.8500 overall average. Students graduating *cum laude* must have an overall average of 3.500.

Doctor of Humanities (Honorary)

Lamar Alexander, United States Senator

Carol Johnson, Superintendent, Memphis City Schools

Bachelor of Arts

Maria Luisa Adams

Stephanie Michelle Albury

Traci Ellen Allen

Laura Elaine Anderson

Joshua Bishop Argo

Virginia F. Arnold

Sunita Arora

cum laude

Phi Beta Kappa

Gabriel S. Asmar

Adam David Aubel

William John Aubel

Kristen Ann Bach

cum laude

Dayna Rae Baer

Kimberly Michelle Bawgus

cum laude

Matthew James Beckmann

Ashley McCallen Bell

Lauren Melissa Bell

cum laude

Jordan Leigh Beswick

in absentia

Caroline Blair Bishop

magna cum laude

Phi Beta Kappa

Honors Research

cum laude

Laura Katherine Blanton

Ken Matthew Bode

Georgianna Nichole Bowersox

cum laude

Honors Research

Jera Lynn Bradshaw

John Thomas Bragg III

Hunter Treyson Brasfield

Marcus Lamon Braxton

Michael Dominic Bray

William René Bressinck

Adam Westley Brewer

Psychology

Psychology

Art

English

Art

Economics

International Studies

Business

Administration

International Studies

History

Spanish

International Studies

Political Science

International Studies

Religious Studies

English

Art

Greek and Roman

Studies

English

International Studies

Art

Russian Studies

English

Economics and Business

Administration

International Studies

Psychology

Economics and Business

Administration

Biology

COMMENCEMENT, 2005

Margaret Marian Brodman	<i>cum laude</i>	English
Emily Caitlin Brooks		English
Jennifer Grace Brooks		English
James Clifton Bryant	<i>cum laude</i>	Philosophy
	Honors Research	
Anne Lindsey Burger	<i>in absentia</i>	Biology
Garnet Joseph Caldwell		Art
Ryan Patrick Call	<i>cum laude</i>	English
Daniel Curtis Calvert	<i>cum laude</i>	Political Science
Elizabeth Anne Campbell		History
Kevin Champion		Business
		Administration
Charline Nicole CaPece		Greek and Roman Studies and History
		English
Katherine Ross Carter		Biology
Reena Sara Chacko		Biology
Queena Chae		Art
Mary Winfield Chapman	<i>cum laude</i>	International Studies
Evan Schmidt Chase	<i>cum laude</i>	Economics and Business
Jason Stephens Cheek		Administration
		English
Sarah Rachel Cheon		International Studies
Angela Jung Choi	<i>cum laude</i>	English
Katherine Elizabeth Cian		Business
Benjamin Christopher Clark		Administration
		Business
Jeremy William Clark	<i>cum laude</i>	Administration and German (double major)
		German
Patricia Carter Clayton	<i>cum laude</i>	
	Phi Beta Kappa	
William David Clements		Economics and Business
		Administration
Michael Scott Close	<i>in absentia</i>	History
Courtney Amanda Collins	<i>summa cum laude</i>	Economics
	Phi Beta Kappa	
	Honors Research	
	<i>cum laude</i>	
Craig Michael Cooper		Political Science
Samuel Brandon Couillard		Economics
Brynnan Rice Cox		Psychology
Travis Cox		Business
		Administration
Christine Elaine Coy		Anthropology/ Sociology
		Art
Elizabeth Anne Cunningham	<i>cum laude</i>	Political Science
Kevin Michael Davidson		Biology
Jeanette Davis	<i>in absentia</i>	Psychology
Elizabeth Ransdell de Mahy	<i>cum laude</i>	Economics and Business
Matthew Moore Dement	<i>cum laude</i>	Administration
		English
Krista Leigh DeWitt	<i>cum laude</i>	

Haydée Dijkstal Lauren Alison DiLeo Administration Karen Elizabeth Dobyns Meredith Jeta Donovan		International Studies Business Biology/Psychology English
Roderick Stanley Douglas Caroline Hardy Downing	<i>cum laude</i> Honors Research	English Economics and Business Administration English
Melissa Ann Downing Margaret Drennen George Moss Driscoll Taylor Eugenia Driskill Elizabeth Claire Eggers Katharine Heise Etchen Altovise Tamara Ewing Lauren Marie Fay Molly Houston Fitzpatrick Melissa Shea Flinn Kelly Elizabeth Forehand John David Foutch	<i>magna cum laude</i> Honors Research <i>in absentia</i> <i>cum laude</i>	Art Biology Music/Theatre History English Biology Biology English Psychology Political Science Business Administration Political Science International Studies Political Science Economics
Carra Hewitt Fowlkes Bruno Nicholas Frankel Alison Lees French Bence Christopher Gabor	<i>cum laude</i> <i>in absentia</i>	Psychology Psychology Anthropology/ Sociology History Business Administration Biology Psychology Business Administration History French Political Science Anthropology/ Sociology Philosophy and Greek and Roman Studies (double major) Biology
Paige Colleen Gardner Lydia Rachael Gibson Mary Claire Giffin	<i>cum laude</i> <i>in absentia</i>	
Kathryne Gorton Giovannini Christopher Sean Glancy		
Carolina Clements Goodman Meredith Ann Guillot Lisa Michelle Hagan	<i>cum laude</i>	
Melanie Elyse Hall Amanda Josephine Hamidi Mary Haley Hamm Eliza Kirk Hanson	<i>cum laude</i>	
John Zachary Brock Harris		
Charles A. Hartigan, Jr.	<i>summa cum laude</i> Phi Beta Kappa	
Wesley K. Harwell Amanda Elizabeth Hathaway Christopher Scott Hathorn	<i>in absentia</i> <i>cum laude</i> <i>cum laude</i> Phi Beta Kappa	History Biology/Psychology Economics and Business Administration

Amanda Talbot Hearst		(double major) Psychology and Religious Studies
Frances Marion Heckethorn		(double major) Religious Studies
Daniel Joseph Heine	<i>cum laude</i> Phi Beta Kappa	Biology
Tara Yvonne Henry		Political Science and History (double major)
Jennifer Christine Herrold		Biology
Sarah Kristine Hildenbrand	<i>cum laude</i>	English
Christopher Riley Hildreth	<i>cum laude</i>	Economics and Business Administration (double major)
Laura Lamon Hilliard		Psychology
Boyd Calhoun Hipp III		Business Administration
Allen Coe Hodges	<i>cum laude</i>	International Studies/ Political Science
Andrew James Hoffman		English
Laura Jane Hoffmeister	<i>cum laude</i>	Economics
Clifton Matthew Holloway		History
Emily Suzanne Holloway		Biology
Sheria Elizabeth Holmes		History
Caroline Lanier Hood	<i>cum laude</i>	Spanish
James Richard Hopkins		Political Science
Lyndzie Rae Hopkins	<i>cum laude</i>	Business Administration
Hailey Lee Hopper	<i>cum laude</i> Phi Beta Kappa Honors Research	Political Science/ History
Alexander William Hornaday	<i>cum laude</i> Phi Beta Kappa	Economics/ International Studies
John Edwin Hullender III		Economics
Laura Anne Humphreys		Business Administration
Alison Thayer Hutcheson		Biology/Psychology
William McKinney Israel		Computer Science
Lauren Holt Jackson	<i>cum laude</i>	Biology
Mary Elizabeth Jaco		Business Administration
Philip Craig Jakubowicz		Business Administration
Jacqueline Renee Jeffrey		Economics
Jason Jenkins		Religious Studies and Spanish
Angela Monique Jennings		Business Administration
William Seth Johnson		Psychology
Eleanor Ruan Jones		Business

Emily Elizabeth Jones	<i>cum laude</i>	Administration
Meredith Willett Jones	<i>cum laude</i>	International Studies Business
Benjamin Stewart Jorge	<i>cum laude</i>	Administration Psychology
Christina Austria Jupson		Business Administration
Rebekah S. Kaithern		English
Kyle D. Kamrath		Political Science
Kendall Warren Karcher		English
Leah Anne Kaye	<i>cum laude</i>	Philosophy
Lynn Corbett Keathley	Phi Beta Kappa	
Business	<i>summa cum laude</i>	Economics and Administration
Linda Dove Keith		
Meghan Elizabeth Kiihnl	<i>cum laude</i>	Religious Studies
Ji Eun Kim	Art	
Lee Alyson Koblas		Political Science
Amber Korb	<i>cum laude</i>	English
	<i>in absentia</i>	Psychology
David Kottwitz		
Valery Krieg	<i>cum laude</i>	International Studies
Lauren Elizabeth Lachner		History
William Sean Lancaster		Political Science
Bazile René Lanneau III		Psychology
Wesley Adair Lawrence		Spanish
Erin Frances Lawton	<i>cum laude</i>	English
Nicole Marie Lazo		History
Lauren Rebecca Lewis	<i>magna cum laude</i>	International Studies
	Phi Beta Kappa	Latin American Studies
Anna-Clare Kathleen Lipsmeyer		
Jodi Michelle Little	<i>cum laude</i>	Religious Studies
Nicole Catherine Lobdell		Biology
William Brian London	<i>cum laude</i>	English
Bryan Stephen Loughridge		English Economics and Business
Leila Mahfooz		Administration
Corletra Faye Mance		Administration Art
Tabbetha Lynese Martin		Political Science
Rachel Lee Martsolf		Psychology
Helen Camp Matthews		Religious Studies/ Theatre
Elizabeth Lea Maxey		French
Nicholas Brooks McCamey		Business
Krista Leigh McClain		Administration
Brooke Megan McClelland	<i>magna cum laude</i>	Computer Science
	Phi Beta Kappa	Biology
	Honors Research	Spanish
Morgan McCrary	<i>cum laude</i>	
		Theatre

Timothy Joseph McCrary		Business Administration
Meredith Leigh McDonald		Psychology
Joseph Keith McKinney		Business Administration
Christopher Bryan McNally		Political Science
Michael Blount McNeil		Business Administration
Lori Ann Meadows	<i>cum laude</i>	Psychology
Caitlin Grace Miller		Political Science
Jane Anne Miller		Urban Studies
Lauren Michel Miller		International Studies/ Political Science
Maureen Elise Miller	<i>cum laude</i>	Psychology
Rebekah Verlinden Miller	<i>cum laude</i>	Religious Studies and Political Science (double major)
Taylor Strifert Miller		Biology
Grace Ann Mitchell		Business Administration
Natalie Moll		English
Ellen Christine Moore	<i>cum laude</i>	English
Eric Austin Moorman		Political Science
Paige Katherine Mossman	<i>cum laude</i>	Psychology
Jonathan Edward Nelson		Religious Studies
Jacob Robert Nemer		Political Science
Mary Jane Rainer Noble	<i>cum laude</i>	International Studies/
Political Science		
Stephanie Laura Noriea		Political Science
Noelle Marie Norris	<i>magna cum laude</i> Phi Beta Kappa	Economics and Business Administration
Rachel Novotny		Psychology
Andrew Marshall O'Brien	<i>cum laude</i>	Greek and Roman Studies
Megan Kathleen O'Brien		Psychology
Mollie Kathleen O'Dell		Political Science
Stephen Robinson Ogden	<i>summa cum laude</i> Honors Research	Religious Studies and Philosophy
Chassie Jeneen O'Neal		History
Jade Ciara Opper	<i>cum laude</i>	Economics and Business Administration
Bradley Lawrence Oser		Business Administration
Mira Kamla Patel		Political Science
Pratik Bhakti Patel	<i>magna cum laude</i> Phi Beta Kappa	Economics and Business Administration

Rupal Pravin Patel Jacqueline Marie Perrottet Cynthia Mathis Pfohl Lundy Elizabeth Plash		Biology Art Urban Studies Business Administration Political Science Philosophy
Paul Christian Plekon David Logan Pool	<i>cum laude</i> <i>cum laude</i> Phi Beta Kappa	Psychology English
Ellen Hart Porter Frances Jane Rabalais	<i>magna cum laude</i> Phi Beta Kappa <i>cum laude</i>	Business
Derek Scott Rabe Administration Heidi Ann Rademacher		Biology and French (double major) English Business Administration Economics and Business Administration Biology English Political Science and Greek and Roman Studies (double major) Economics and Business Administration
Brenna Maria Ragghianti John Israel Ratliff	<i>cum laude</i>	
James Tomlinson Ray	<i>cum laude</i>	
Natalie Kathryn Ray Emily Jockusch Reynolds Matthew Todd Ridley	<i>cum laude</i> <i>cum laude</i>	
William Foster Rives	<i>summa cum laude</i> Phi Beta Kappa	
Elizabeth Janette Roads	<i>cum laude</i>	English and Greek and Roman Studies Russian Studies Religious Studies
Emily Swiggett Robbins Bradley Stephen Romig	<i>cum laude</i> <i>cum laude</i> Phi Beta Kappa	English Philosophy English Business Administration English International Studies Biology English International Studies Economics and Business
Heather Elizabeth Ross William Edward Routt III Jacquelyn Barbra Ruick Justin Robert Sampson	<i>cum laude</i> <i>cum laude</i>	
Abby Hogan Sanders Sarah Megan Sanders Deana Sylvia Satar Matthew Christopher Sauter Linn Christopher Schifano Hillary Vickers Schroeder Administration Jennifer Erin Benz Scott Lindsay E. Sears Alexandra Maria Sedlander Terri E. Sharpley Alia Michelle Shirani	<i>cum laude</i> <i>cum laude</i>	Psychology Psychology History Political Science Business Administration

Dana Simonton		Urban Studies
Louis Gordon Sinclair III		Religious Studies
Amanda Ashley Sirota		Business
		Administration and Spanish
		(double major)
Ida LeBlanc Smith	posthumous	Political Science
Lindsey Carroll Spellings		Psychology
Laura Diuguid Stanford	<i>cum laude</i>	Economics and Business
		Administration
		Economics and Business
Jessica Diane Stewart		
Administration		
Jessica Dominique Struby	<i>cum laude</i>	Psychology
Meena Sudheendran	<i>in absentia</i>	English
Caitlin Elizabeth Sullivan		English
Margaret Emerson Summerford		History
Daniel Michael Swanstrom		History
Hannah Syburg	<i>magna cum laude</i>	Business
	Phi Beta Kappa	Administration
George Stuart Tallichet, Jr.		Economics/
		International Studies
Benjamin Michael Tanner	<i>cum laude</i>	Philosophy
	Phi Beta Kappa	
Laura Gray Teekell		History
Rachel Evelyn Tell	<i>cum laude</i>	English
Kevin Scott Terrio	<i>in absentia</i>	History
Jena Thomas		Biology
Julian Murphree Thomas, Jr.		Economics
Christopher Anthony Thompson		History
Calvert H. Tooley	<i>cum laude</i>	History
Andrew Stephen Trundle	<i>cum laude</i>	History
Rebecca Claire Tyler		French
William Colgan Tyler, Jr.		Business
		Administration
		English
Lisa Michelle Ulevich	<i>magna cum laude</i>	
	Phi Beta Kappa	
Michael Joe Steven Vaughan		Biology and Art
Erin Elizabeth Vickers		Psychology
Lucy Appel Waechter	<i>cum laude</i>	Psychology
Melissa Ann Waldo		Psychology
Jason Donta Walter		Business
		Administration
Lillie Christine Ward		English
Lucie Langdon Watkins		English
Daniel Norman Webb	<i>summa cum laude</i>	Religious Studies
	Phi Beta Kappa	
	Honors Research	
Lyndaryl Edwin Webb		Religious Studies
Evan Louis Weinberger		Biology
Irene Elizabeth Weller		Psychology
Susan Landrum Weller		International Studies

Robert West	<i>cum laude</i> Honors Research	Political Science
Carolyn Jean Westfall		Business Administration Biology
Jonathan Taylor Whaley	<i>cum laude</i> Phi Beta Kappa	
C. Logan Wheeler	<i>magna cum laude</i>	Russian Studies and Spanish
Elizabeth Martin Wiedemann		English
Carrie Jean Wieners		Art
Hugh Clevenger Wiese		English
Erin Wiles		English
Shane Lee Willerton	<i>in absentia</i>	International Studies
C. Travis Williams		Theatre
Matthew Taylor Wilson		Religious Studies
Ryan Michael Wilson		Business Administration
Jacob R. Winn	<i>in absentia</i>	Business Administration
Nicholas Scott Wiseman		Business Administration
Matthew William Wood III	<i>cum laude</i>	Economics and Business Administration
Robert Jordan Wood		International Studies/ Political Science
Lauren Reed Woods	<i>cum laude</i>	History
Millicent Fay Worley	<i>cum laude</i> Phi Beta Kappa	History
Susan Guthrie Wright	<i>in absentia</i>	Art
Nathaniel Robinson Wyeth		Political Science
John Daniel Yacoubian		Business Administration
Mary Page Yarborough		English
Joanna Blount Young		Business Administration
Susannah Reid Young	<i>cum laude</i>	English
Bachelor of Science		
Jonathan Raines Berger	<i>cum laude</i>	Biology
Stacie Michelle Beverly	<i>magna cum laude</i> Phi Beta Kappa	Biology
Julie Elaine Bishop		Biology
Michael Christopher Burke		Biology
Kristin Lee Campbell		Biology
Alanna Flax-Clark		Biology/Psychology
Courtney Tyler Frye	<i>cum laude</i>	Biology
Emily Ann Furlow	<i>summa cum laude</i> Phi Beta Kappa	Biology
Stephanie Heather Gong	<i>cum laude</i>	Biology
Lisa Marie Harsch		Biology
Terese Andrea Holm		Chemistry
Hennessy Ann Howell	<i>cum laude</i>	Biology

COMMENCEMENT, 2005

Adam Jamison Isom	<i>cum laude</i> Honors Research	Computer Science
Katherine LaRoque Jameson		Biology
Sean Patrick McKenna		Physics
Matthew Vincent Shanks		Physics
Andrew Robert Shores		Physics
Desireé Anahita Steimer	<i>cum laude</i>	Biology
Anne Rain Tanner		Chemistry
Stanley Ray Vance, Jr.	<i>summa cum laude</i> Phi Beta Kappa Honors Research	Chemistry
David Alan Watkins	<i>cum laude</i> Phi Beta Kappa	Chemistry
Carolyn Jean Westfall		Biology
Melanie Ann Woods		Biology

MASTER OF SCIENCE DEGREE
 Benjamin Woodbury Barksdale
 Jason Thomas Brink
 John Watson Buntin, Jr.
 Leslie Donald Campbell
 Justin Alan Etheridge
 Christopher Scott France
 Sara Ann Haiar
 Robert Chadwick Milam
 Sam Stephanos Pappas II
 Bryan Vincent Powell
 Mills Huffman Ramsay
 Camille Ruth Samaha
 Andrea Kay Strickland
 Michael Leonard Wisniowski

INDEX

A

Academic Achievement, 57
 Academic Advising, 43
 Academic Calendar, 5, 6, 92
 Academic Minors, 56
 Academic Regulations, 69, 299
 Academic Support, 43
 Academic Suspension, 71, 294
 Accounting, 128, 295
 Accreditation, 9
 Activity Fee, 17
 Administration, 309
 Admission of Graduate Students, 294
 Admission Of International Students, 13
 Admission Of Special Students
 (Non-degree Candidates), 14, 294
 Admission Of Transfer Students, 13
 Admissions, 10
 Admissions Interview, 13
 Admissions Procedure, 12, 294
 Advanced Placement, 15
 Aerospace Studies, 289
 African-American Studies, 184
 Air Force ROTC Scholarships, 23
 Alcohol Use Policy, 46
 American Studies, 188
 Anthropology, 93
 Archaeology, 190
 Army ROTC Scholarships, 23
 Art, 101
 Asian Studies, 191
 Athletics, 39
 Attendance Policy, 70
 Auditing a Course, 69
 Automobiles, 48
 Awards, 313, 317, 319

B

Bachelor Of Arts, 51
 Bachelor Of Science, 51
 Barret Library, 85
 Basic Humanities Requirement, 52
 Biochemistry and Molecular Biology,
 180
 Biology, 111
 Black Students Association, 39
 Board, Room and, 17, 19
 Board Of Trustees, 304
 Bonner Program, 37
 British Studies At Oxford, 82
 Business Administration, 125

C

Calendar, 5
 Campus Communication, 48
 Campus Employment Program, 22
 Campus Facilities Use, 49
 Campus Regulations, 44
 Campus Visit, 11
 Career Advising, 43
 Career Services, 41
 Changes in Degree Requirements, 57
 Chaplain and Community Ministry, 35
 Chemistry, 119
 Chinese, 222
 Class Schedules, 92
 Class Standing, 70
 Clough-Hanson Gallery, 101
 Commencement, 56
 Competitive Scholarships, 23
 Computer Center, 87
 Computer Science, 210
 Conditional Grades, 73
 Conference Services, 88
 Continuing Education Units, 88
 Coral Reef Ecology, 78
 Counseling Center, 41
 Course Load, 69
 Courses Of Instruction, 91
 Credit From Other Institutions, 58

D

Damage Policy, 47
 Day Award For Outstanding Teaching,
 317
 Dean's Award For Research And Creative
 Activity, 317
 Dean's List, 74
 Declaration of Major, 53
 Deferred Enrollment, 12
 Degree Requirements, 51
 Degrees Conferred, 344
 Deposits, 15
 Diehl Society Award For Service, 317
 Directed Inquiry, 78
 Disability Services, 28, 42
 Distribution Requirements, 52
 Drop/Add, 71
 Drug Use Statement, 47
 Dual Degree Programs, 66

- E**
 Early Admission Plan, 12
 Early Decision Plan, 11
 Earth System Science, 192
 Economics, 125
 Education, 135
 Emeriti, 307
 Endowments, 319
 Engineering, 66
 English, 137
 Environmental Science, 193
 European Studies, 82, 283
 Examinations, 72
 Exchange Programs, 82
 Expenses, 17
 Extra Course Fee, 19
- F**
 Faculty, 317
 Family Education Rights And Privacy Act, 76
 Federal College Work-Study Program (CWS), 22
 Federal Pell Grant, 21
 Federal Perkins Loan, 21
 Federal Stafford Student Loan Program, 21
 Federal Supplemental Educational Opportunity Grant, 21
 Fees, 19
 Film Studies, 194
 Financial Aid, 20
 Foundational Programs in the Humanities, 64
 Foundations Curriculum, 60
 Fraternities, 37
 Fraternalization Policy, 47
 French, 224
- G**
 Geology, 149
 German, 228
 Grade Points, 74
 Grade Reports, 75
 Grades, 74
 Graduate Study, 44
 Graduation Fee, 19
 Grants, 21
 Greek, 156
 Greek and Roman Studies, 151
- H**
 Hall Of Fame, 344
- Health Insurance, 41
 High School Scholars Program, 15
 Historical Summary, 7
 History, 162
 Honor Council, 45
 Honor Roll, 75
 Honor Societies, 34
 Honors Program, 78
 Housing, 33
 Humanities, 56
- I**
 Incomplete Grades, 73
 Individualized Study, 78
 Information Technology Services, 87
 Insurance, 42
 Intensive Language Study, 82
 Interdisciplinary Courses, 197
 Interdisciplinary Majors, 54, 196
 Interdisciplinary Programs, 79
 International Baccalaureate Degree Program, 15
 International Programs, 81
 International Students, 15
 International Studies, 201
 Internships, 79
 Interview, 11
 Italian, 231
- K**
 Kinney Program, 36
- L**
 Language Center, 221
 Late Payment Of Bill, 19
 Late Registration Fee, 19
 Latin, 158
 Latin American Studies, 185
 Leave of Absence, 72
 Lecture Series, 343
 Liberal Arts Heritage, 8
 Library, 85
 Life, Then and Now, 64
 Loans, 21
- M**
 Majors, 53
 Master Of Science In Accounting, 295
 Mathematics, 210
 McCoy Visiting Artists Program, 343
 McCoy Theatre, 336
 Meal Plans, 17

Media Center, 85
 Medical Services, 42
 Meeman Center For Lifelong Learning, 88
 Memorials, 319
 Memphis College of Art, 80
 Merit Awards, 24
 Military Science, 291
 Minors, 56
 Modern Languages and Literatures, 220
 Modern Language Requirement, 48, 220
 Music, 239
 Music Fees, 19, 240
 Musical Activities, 37

N

National Merit Awards, 24
 Neuroscience, 186
 Non-degree Candidates, 14

O

Oak Ridge National Laboratory, 84
 Off-campus Study, 79
 Orientation, 16
 Outside Scholarships, 26

P

Pass-fail, 74
 Payment Policies, 17
 Peyton Nalle Rhodes Physics Lecture Series, 343
 Philosophy, 247
 Physical Education, 53, 251
 Physics, 253
 Political Science, 258
 Posthumus Degree, 57
 Prizes And Awards, 344
 Probation, 75
 Psychology, 265

R

Readmission, 14
 Recesses, 49
 Reexam, 69
 Refund Policies, 18, 22
 Registration, 69
 Religious Activities, 35
 Religious Studies, 271
 Removal From Campus, 44
 Removal Of Conditional Grades, 69
 Renewal Of Financial Aid and Scholarships, 29
 Repeating A Course, 74
 Requirements for a Degree, 51

Reserve Officer Training Programs, 289
 Residence Hall Requirement, 18, 33
 Residence Halls, 48
 Residence Life Programs, 33
 Rhodes Awards, 23
 Rhodes Grant, 21
 Rhodes Vision, 7
 Room and Board, 17, 19
 Room Deposit, 19
 Russian, 231

S

Schedule Changes, 71
 Scholarships, 23
 Search Course, 65
 Second Degree, 56
 Seidman Memorial Town Hall Lecture Series, 343
 Sexual Harassment Policy, 47
 Smoking Policy, 48
 Social Regulations Council, 45
 Sociology, 93
 Sororities, 37
 Spanish, 234
 Special Fees And Deposits, 19
 Standardized Tests, 10, 291
 Student Government, 33
 Student Employment, 22
 Student ID Card Replacement, 19
 Student Life, 33
 Student Publications, 38
 Student Services, 40
 Study Abroad, 30, 81, 283
 Summer School Tuition, 19
 Suspension, 75

T

Tennessee Student Assistance Award, 21
 Theatre, 277
 Theatre Activities, 38, 277
 Transcripts, 76
 Transfer Credit, 58
 Transfer Students, 13, 57
 Transition to Foundations Curriculum, 62
 Tuition, 17, 19
 Tuition Deposit, 17, 19
 Tuition Exchange Program, 27
 Tutorial Plan, 79

U

Urban Studies, 181

W

- Washington Semester, 84
- Withdrawal From Class, 71
- Withdrawal From The College, 22, 45, 72
- Withdrawal Policy, 18,45,72
- Women's Studies, 194
- Writing Center, 138
- Writing Requirement, 52